Lebanon Public School District

Teacher Professional Learning and Evaluation Program

Professional Learning and Evaluation Committee members 2017-2019

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LEBANON'S PROFESSIONAL LEARNING AND EVALUATION PROGRAM

Introduction

This document outlines a model for the evaluation and development of teachers in the Lebanon Public Schools. It is based on the Connecticut Guidelines for Educator Evaluation (SEED), developed by a diverse group of educators from across the state of Connecticut in June 2012, and revised in 2014 & 2015. Lebanon's model widely adopts Connecticut's System for Educator Evaluation and Development (SEED) with some of the approved flexibilities. Lebanon's Professional Learning and Evaluation Program represents our commitment to incorporate current, high-quality research in the creation of professional learning opportunities, to foster best practices in teacher supervision and evaluation, and to improve student learning through proficient curriculum, instruction, and assessment practices, in our classrooms, programs and schools.

Purpose and Rationale of the Evaluation System

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than a high-quality teacher. To support our teachers we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. Lebanon believes that the primary purpose of professional learning is school improvement, as measured by the learning outcomes of every student. Lebanon's Professional Learning and Evaluation Program requires that educators take an active role in the improvement of their practice through engaging in a cycle of reflection, goal-setting, data collection and analysis, and proficient action, with evaluation processes focused on student learning outcomes. The purpose of the evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

Vision for Professional Learning and Evaluation

Designing evaluation-based professional learning is a dynamic process. Using district and school improvement goals, educator goals, and data from the educator evaluation process, professional learning opportunities are planned around identified student learning needs and areas of identified educator needs. Lebanon's evaluation-based professional learning design has as its foundations the Standards for Professional Learning (Learning Forward, 2011), which provide research-based guidance for the development of learning organizations that function to improve student learning. The following tenets of the Lebanon program underscore the alignment to the Standards:

- **Educators' reflections on and professional conversations around the effect of their practice** on student achievement are critical to improved practices for both veteran and novice teachers.
- **School and district core values, goals, and expectations for student learning** are the foundations for improvement of practice and organizational functioning.
- **Differentiated professional learning, informed by evaluation,** meets the needs of teachers, inspires individual and collective efficacy, builds leadership capacity and enhances the vitality of learning organizations.

Core Design Principles

The following principles guided the design of the Connecticut SEED model and will be applied to the Lebanon model.

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

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

- *Promote both professional judgment and consistency*

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

- *Foster dialogue about student learning*

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

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

    Novice and veteran teachers alike deserve detailed, constructive feedback and professional development which is tailored to the individual needs of their classrooms and students. This model promotes a shared language of excellence, to which professional development, coaching, and feedback can align to improve practice. Lastly, it aims to balance high expectations with flexibility for the time and capacity considerations in our district.

Lebanon Professional Learning and Evaluation Program Goals

1. *Professionalize the Profession*
   a. Document and share educator's best practices that result in meaningful advancement of student learning.
   b. Enhance expert knowledge and collective efficacy in the field.
   c. Create new opportunities for educators to collaborate and develop leadership skills in their schools and disciplines.
   d. Recognize excellence in teaching, administration, and exemplary contributions to Lebanon's schools and programs.
   e. Ensure only high quality professionals are selected for tenure in Lebanon's schools and programs.
   f. Provide a process for validating personnel decisions including recommendations for continued employment of staff.
2. *Improve the quality of focus of observation and evaluation*
   a. Establish collaborative examinations of instructional practice among administrators and teachers to develop shared understanding of the strengths and challenges within our schools and programs to improve student learning.
   b. Define and clarify criteria for evaluation and measurement of student learning using research based models for evaluation.
   c. Establish multiple measures to assess professional practice such as: teacher portfolios; teacher designed objectives, benchmarks, and assessments of student learning; teacher contributions to school/district level research and student learning and professional resources; mentoring and peer assistance; achievement of learning objectives for student growth, as measured by appropriate standardized assessments, where applicable, or other national or locally developed curriculum benchmarks and expectations for student learning.
   d. Improve quantity and quality of feedback to those evaluated.
   e. Align evaluation findings with professional learning program and support systems.
3. *Support organizational improvement through the professional learning and evaluation program*
   a. Align district and school level professional learning opportunities with the collective and individual needs of educators, based on data acquired through professional learning goal plans and observation of professional practice.
   b. Provide educators with multiple avenues for pursuing professional learning.
   c. Integrate Lebanon Public Schools resources to support and provide professional learning opportunities.
   d. Create opportunities for educators to share professional learning with colleagues.

Roles and Responsibilities for Professional Learning and Evaluation

Definition of Teacher and Evaluator
Evaluator refers to all individuals (including school and district administrators) whose job responsibilities include supervision and evaluation of other teachers. Teacher, as used in this document, shall mean all certified instructional and non-instructional persons below the rank of Administrator.

Superintendent's Role in the Evaluation Process
- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- Serve as liaison between Lebanon's Board of Education and the evaluation process.
- Ensure that the Professional Learning and Evaluation Committee receives information regarding school and program improvement for use in planning staff development programs.

Responsibility for Evaluations
Administrators will be responsible for evaluations, including, but not limited to, personnel in the following categories:
- Teachers
- Psychologists
- Social Workers
- Guidance Counselors
- Speech Therapists
- Occupational Therapists
- Physical Therapists
- Adaptive Physical Therapists
- Special Education Teachers
- Other Related Services Personnel

Roles and Responsibilities of Evaluators and Evaluatees
The primary purpose of educator evaluation is to strengthen individual and collective practices to improve student growth. Therefore, evaluators and evaluatees share responsibilities for the following:
- The review and understanding of Connecticut Common Core of Teaching.
- The review and understanding of Connecticut Common Core of Leading/ Standards for School Leaders
- The review of/familiarity with applicable portions of Connecticut Core Standards, Connecticut's Frameworks K – 12 Curricular Goals and Standards, the Connecticut State Standardized Assessments, as well as locally developed curriculum standards.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learning about new professional practices.

Evaluator Roles
- Review of and familiarity with evaluatees' previous evaluations.
- Participation in collaborative conferences with evaluatees.
- Assistance with assessment of goals, student learning indicators, learning activities developed and implemented by evaluatees, and outcomes.
- Analysis and assessment of performance, making recommendations as appropriate.
- Clarification of questions, identification of resources, facilitation of peer assistance, and other support as needed.

Evaluatee Roles
- Reflection on previous feedback from evaluations.
- Engagement in inquiry based professional learning opportunities.
- Participation in collaborative conferences with evaluator.
- Development, implementation, and self-assessment of goals, student learning indicators, learning activities and outcomes.
- Request clarification of questions and assistance with identification of professional resources and or peer assistance.

Implementation of Professional Learning and Evaluation Program

Training and Orientation
The district will provide educators with several orientation and update training sessions (through in-service sessions, target group sessions, individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff. Teachers and administrators will be provided with copies of the professional learning and evaluation program and will have an opportunity to ask questions about the program, processes and documents. This training will take place upon employment or prior to the beginning of the school year as appropriate based on their date of hire.

Evaluator Orientation and Support
Understanding of Lebanon's Professional Learning and Evaluation program features, Connecticut's Common Core of Teaching (CCT), Common Core of Leading/Standards for School Leaders, Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with ongoing training and support in the use and application of Lebanon's Professional Learning and Evaluation Program. Evaluators will review program elements and procedures prior to the beginning of each school year. Plans for staff training will be coordinated annually by Lebanon's administrative team.

New Educator Support and Induction
In the interest of supporting all educators in the implementation of the program a variety of general topics will be addressed, including:

School philosophy and goals	Policies and procedures
Assignments and responsibilities	Facility and staffing
Curriculum and instructional support	Resources for professional learning
Schedules and routines	Support services

In addition, periodic meetings with school personnel will focus on domains of the CCT. New educators will also participate in Teacher Education and Mentoring (TEAM) as outlined by the State of Connecticut.

Resources for Program Implementation
Funds to provide materials and training, as well as time for professional learning options and collaboration necessary to support the successful achievement of the teachers' goals, objectives and implementation of the Professional Learning and Evaluation Plan, will be allocated annually and determined on a program by program basis.

TEACHER EVALUATION SYSTEM

Evaluation and Support System Overview

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

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

   (a) **Observation of teacher performance and practice (40%)** as defined in the Connecticut Common Core of Teaching rubric for Proficient teaching, which articulates four Domains and twelve indicators of teacher practice.
   (b) **Parent feedback (10%)** on teacher practice through surveys.

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

   (a) **Student growth and development (45%)** as determined by the teacher's SMART goal.
   (b) **Whole-school measures of student learning (5%)** as determined by aggregate student learning indicators.

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

Exemplary –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
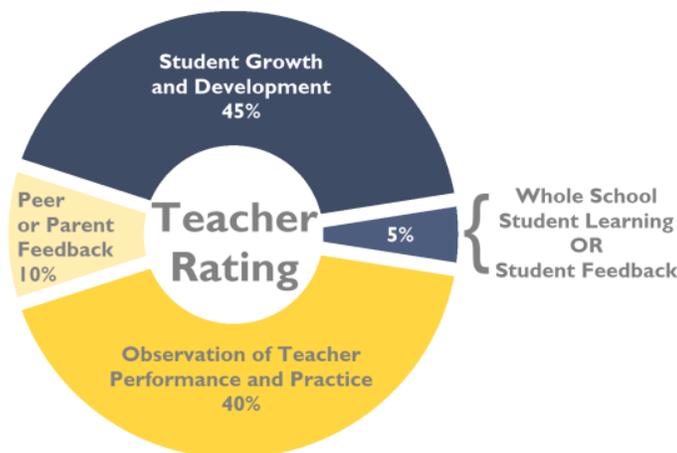
Teacher Evaluation Process and Timeline

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

Goal Setting & Planning	Mid-Year Check-in	End-of-Year Review
• Orientation on process • Teacher reflection and goal setting • Goal-setting conference	• Review goals and performance to date • Mid-year conferences	• Teacher self-assessment • Scoring • End-of-year conference
By October 15	**January/February**	**June**

Goal-Setting and Planning:

1. **Orientation on Process –** by **September 15**
   To begin the evaluation process evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives. They will also commit to set time aside for the types of collaboration required by the evaluation process.

2. **Teacher Reflection and Goal-Setting –** prior to **Goal Setting Conference**
   The teacher examines student data, the prior year's evaluation, and survey results to draft a proposed Student Learning Objective. This must include two indicators of academic growth and development (one IAGD based on standardized measure and one based on a non-standardized measure). The teacher also formulates strategies to meet a Performance and Practice focus area goal, strategies to achieve the Parent Feedback goal, and strategies to achieve Whole-School Indicator goal. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. **Goal-Setting Conference –** must be completed by **October 15**
   The evaluator and teacher meet in order to discuss and arrive at mutual agreement about the teacher's proposed goal and objectives. 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 goal and objectives if they do not meet the approval criteria.

Mid-Year Check-In: January and February

1. **Reflection and Preparation** – prior to **Mid-Year Conference**
    The teacher collects and reflects on evidence-to-date about his/her practice and student learning in preparation for the check-in. The evaluator also collects evidence about teacher practice for discussion in the interim conference and summative review.

2. **Mid-Year Conference** – no later than **February 15**
    The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objectives and performance on each to date. 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 will deliver mid-year formative information on components of the evaluation framework in writing 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 student learning objectives 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 development areas. Teachers should have one artifact per indicator uploaded for review at this time.

End-of-Year Summative Review: May and June

1. **Teacher Self-Assessment** – prior to End-of-Year Conference
    The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator.

2. **Scoring**
    The evaluator reviews submitted evidence, self-assessments, and observation data to generate category ratings. The category ratings generate the final summative rating.

3. **End-of-Year**
    Teachers will have all Performance and Practice Observations, Review of Practice, Parent Feedback and artifacts associated with these completed by **May 15.**

    Teachers will complete their Summative Self-Assessment and provide evidence for their Goal Work by **June 1.** The evaluator and the teacher will then meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

Observations:

For teachers with three observations per year, the first observation should occur prior to December 31st, the second should occur before March 31st, and the third should occur before May 15th of any given school year.

Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal, assistant principal, Director of Curriculum and Instruction, or the Director of Pupil Services, who will be responsible for the overall evaluation process, including assigning summative ratings. Complementary evaluators are certified teachers who also have administrative certification. Complementary evaluators *must* be fully trained as evaluators in order to be authorized to serve in this role.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives and providing additional feedback. A complementary evaluator 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 and must achieve proficiency on the training modules provided.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model. The Connecticut State Department of Education (CSDE) will provide districts with training opportunities and tools throughout the year to support district administrators and evaluators in implementing the model across their schools. The Lebanon Public Schools will adapt and build on these tools to provide comprehensive training and support to ensure that evaluators are *Proficient* in conducting teacher evaluations.

At the request of a district or employee, the CSDE or a third-party designated by the CSDE will review evaluation ratings that include dissimilar ratings in different categories (e.g., include both *Exemplary* and *Below Standard* ratings). In these cases, CSDE will determine a final summative rating.

In addition, CSDE will select districts at random annually to review evaluation evidence files for a minimum of two educators rated *Exemplary* and two educators rated *Below Standard*.

Reporting

The Superintendent of Schools will provide the Board of Education with a report on the status of teacher evaluations prior to June 1st each year.

The Superintendent will report to the Commissioner of Education the status of implementation of teacher evaluations no later than September 15th of each year. The report will include the frequency of evaluations, aggregate evaluation ratings, the number of administrators and teachers who have not been evaluated, and other requirements as determined by the Department of Education.

Teacher Practice Framework

The Common Core of Teaching articulates the art and science of teaching as essential knowledge, skills and qualities. These foundational skills and competencies are grouped by domains but, in practice, are to be viewed as integrated parts of the complex and dynamic process of proficient teaching. The CCT should be used to help guide and build teacher competence, beginning with pre-service and continuing throughout a teacher's career. (Educational Specialists, please see page 35 for definitions and rubrics specific to caseload and non-classroom based educators.)

Lebanon CCT Performance and Practice Overview

CCT Rubric for Effective Teaching 2014 – AT A GLANCE

Evidence Generally Collected Through In-Class Observations

Domain 1 — Classroom Environment, Student Engagement and Commitment to Learning[2]
Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

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

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

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

Domain 3 — Instruction for Active Learning
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

3a. Implementing instructional content for learning.

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

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

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

Domain 2 — Planning for Active Learning
Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

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

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

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

Domain 4 — Professional Responsibilities and Teacher Leadership
Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

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

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

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

*Observation Process (***Revised from the Connecticut SEED Model)**
Research, such as the Gates Foundation's *Measures of Effective Teaching* study, has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance. These observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable information and save observers precious time.

TEACHER PRACTICE RELATED INDICATORS

The Teacher Practice Related Indicators constitute half of the Lebanon Professional Learning and Evaluation Plan. It evaluates the teacher's knowledge of a complex set of skills and competencies as well as how these are applied in a teacher's practice. It is comprised of two categories, Teacher Performance and Practice, which counts for (40%) and Parent Feedback, which counts for (10%), inclusive of control factors.

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

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

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

Observations Protocol/Schedule: (40%)

Year 1 and 2 teachers must receive at least 3 formal in-class observations. Two of the 3 must include a pre-conference and all must include a post-conference. Refer to 2.3.2.b of the Connecticut Guidelines for Educator Evaluation.

Teachers who receive a performance rating of below standard or developing must receive a number of observations appropriate to their individual plan, but no fewer than 3 formal in-class observations. Two of the 3 must include a pre-conference and all must include a post-conference. Refer to 2.3.2.b of the Connecticut Guidelines for Educator Evaluation.

Teachers in year 3 or beyond, who receive a performance rating of Proficient or Exemplary, will receive a formal, full observation, and/or informal observations, along with one Review of Practice. Informals may be announced or unannounced. Teachers will be observed according to the following:

OBSERVATION PROTOCOL

Observation Category	Cycle Year	Number of Formals	Number of Informals	Pre/Post Conferences	Reviews of Practice
1 or 2 years in LPS	N/A	At least 3	As needed	At least 2 pre conferences and 3 post conferences	None
3 or more years in LPS with Proficient Rating or Higher	1	At least 1	As needed	At least 1 pre and 1 post conference	1
	2	None	At least 3	As needed	1
	3	None	At least 3	As needed	1
3 or more years in LPS with a Rating of Developing or Below Standard	N/A	At least 3	As needed	At least 2 pre conferences and 3 post conferences	None

Pre-Conferences
Pre-conferences are valuable for giving context for the lesson, for providing information about the students to be observed, and for setting expectations for the observation process. A pre-conference can be held with a group of teachers, where appropriate. Teachers engaged in a formal observation should submit their pre-observation forms to their evaluator in a timely matter, no less than 2 days in advance, to ensure the best use of the pre-conference time.

Feedback
The goal of feedback is to help teachers grow as educators and become more proficient with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:
- Specific evidence and ratings, where appropriate, on observed components of the Connecticut Common Core of Teaching;
- Prioritized commendations and recommendations for development actions;
- Next steps and supports the teacher can pursue to improve his/her practice;
- A timeframe for follow up with both verbal and written feedback after an observation is ideal. Feedback should occur within six school days of the observation. If necessary, and if mutually agreed upon by both the evaluator and teacher, the feedback may be provided outside of the six days.
- Post-conferences provide a forum for reflecting on the lesson observed using the Connecticut Common Core of Teaching as a lens, 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 self-assessment of the lesson observed;
  - cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, improvements that will be made, and the focus of future observations; and
  - involves written and verbal feedback from the evaluator.

Teacher Performance and Practice Goal-Setting
As described in the Evaluation Process and Timeline section, teachers develop one practice and performance goal that is aligned to the Connecticut Common Core of Teaching. These goals provide a focus for the observations and feedback conversations.

At the start of the year, each teacher will work with his/her evaluator to develop a practice and performance goal through mutual agreement. All goals should have a clear link to student achievement and should move the teacher towards *Proficient* or *Exemplary* on the Connecticut Common Core of Teaching rubric for effective teaching.

Goals should be SMART:	**SMART Goal Example for Teacher Performance and**
S=Specific	**Practice (40%):**
M=Measurable	By June 2015, I will use higher-order thinking
A= Attainable	questioning and discussion techniques to actively
R=Relevant	engage at least 85% of my students in discussions that
T=Time-Bound	promote understanding of content, interaction among
	students, and opportunities to extend thinking.

Additional information on SMART Goals can be found in Appendix B: Template for Setting SMART Goals. Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category, progress on goals will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

Individual Observations

Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the CCT components that were observed. During observations evaluators should take evidence-based, scripted notes, capture specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asked: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asked good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating (40%) and discuss this rating with teachers during the End-of-Year Conference. The final teacher performance and practice rating will be calculated by scoring each of the twelve CCT indicators from the CCT rubric for effective teaching.

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

Artifact/Evidence Collection and Submission:
Teachers will submit *up to three* artifacts for each of the indicators listed in domains **two and four only**. Teachers should submit their best representative sample for these indicators. Teachers should have at least one artifacts per indicator submitted by their mid-year conference. There will be no artifact submissions for domains one and three. Evidence for domains one and three will be collected via the observations by evaluators.

Evaluator Training and Proficiency
Formal observations of classroom practices are guided by the domains and indicators of Lebanon's Professional Learning and Evaluation Program. Evaluators participate in extensive training and are required to be Proficient in the use of the Lebanon Educator Evaluation Plan. Formal observations include pre and post-conference that provide opportunities for deep professional conversations that allow evaluators and teachers to set goals, allow administrators to gain insight into the teacher's progress in addressing issues and working toward their goals, and share evidence each has gathered during the year.

All evaluators will be required to participate in initial training and successfully complete proficiency activities. To ensure consistency and fairness in the evaluation process, all evaluators must meet the proficiency standard prior to conducting teacher observations. Components will include, but are not limited to the following:

1. Face-to-face training that will focus on:
   - Using the Connecticut Common Core of Teaching rubric for data collection, analysis and evaluation.
   - Introducing participants to the online practice and proficiency system.
2. Online practice to be completed independently or as a collaborative learning activity at the school or district level.
3. On-line proficiency compromised of proficiency activities.
4. Orientation, SMART Goals, Parent Feedback and Whole School Learning Indicators.
5. Follow-up face-to-face training to:
   - Enhance evaluator conferencing and feedback skills
   - Debrief on proficiency as needed

All evaluators new to Lebanon will be required to participate in the training, proficiency and support sessions required to ensure they meet the District calibration standard.
The Superintendent will ensure that all Lebanon evaluators demonstrate proficiency in the use of the Lebanon Professional Learning and Evaluation Program. Any evaluator who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed and will be required to successfully complete online proficiency activities.

Category #2: Parent Feedback (10%) - Adopted from Connecticut SEED Model
Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area of the Lebanon Professional Learning and Evaluation Program.

Once the whole-school parent feedback goal has been determined by the school, teachers will identify the strategies they will implement to achieve the whole-school goal.

The process described below focuses on:

(1) conducting a whole-school parent survey (data is aggregated at the school level);

(2) determining several school-level parent goals based on the survey feedback;

(3) teacher and evaluator identifying **one** related parent engagement goal, aligned to student improvement goals, and setting improvement targets;

(4) measuring progress on growth targets; and

(5) determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

1. Administration of a Whole-School Parent Survey
   Parent surveys will 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 deployed by districts should be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

   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 responses should not be tied to parents' names and should be available either on-line or on paper. The parent survey should be administered every spring and trends analyzed from year-to-year.

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

3. Selecting a Parent Engagement Goal and Improvement Targets
   After these school-level goals have been set, and through consultation and mutual agreement with their evaluators, teachers will determine 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 proficient in support of homework, improving parent-teacher conferences, etc.

   Teachers will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates. Part of the evaluator's job is to ensure (1) that the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned and attainable.

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

5. <u>Arriving at a Parent Feedback Rating</u>
   The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. Teacher ratings will be determined using a 4-level performance matrix. Ratings will be based on evidence of teacher's implementation of strategies to address areas of need as identified by the survey results. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
The target contained in the indicator was exceeded	Met the goal	Partially met the goal	Did not meet the goal

Student Outcomes Related Indicators

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

Student Related Indicators includes two categories:
- Student growth and development, which counts for **45%**; and
- Whole-school student learning outcome which counts for **5%** of the total evaluation rating.

Category #3: Student Outcomes and Achievement (45%)
Forty-five percent (45%) of a teacher's evaluation will be based on achievement of a Student Learning Objective (SLO). Teachers are required to develop **one Student Learning Objective** related to student growth and development.

Setting the Student Learning Objective
The SLO should address the learning needs of their students and be aligned to the teacher's primary assignment.

The SLO should:
1. Take into account the academic track record and overall needs and strengths of the students that teacher is teaching that year/semester.
2. Address the most important purposes of a teacher's assignment through self-reflection.
3. Align with school, district, and state student achievement objectives.
4. Take into account students' learning needs vis-a-vis relevant baseline data.
5. Consider Public School Information System (PSIS) factors.
6. Be mutually agreed upon by the teacher and their evaluator.
7. Be fair, valid, reliable and useful to the greatest extent possible.

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

Student Learning Objective development in the Lebanon Professional Learning and Evaluation Program will be supported through the use of the following planning cycle:

SLO Phase 1: Learn about this year's students	**SLO Phase 2:** Set goal for student learning	**SLO Phase 3:** Monitor students' progress	**SLO Phase 4:** Assess student outcomes relative to goal
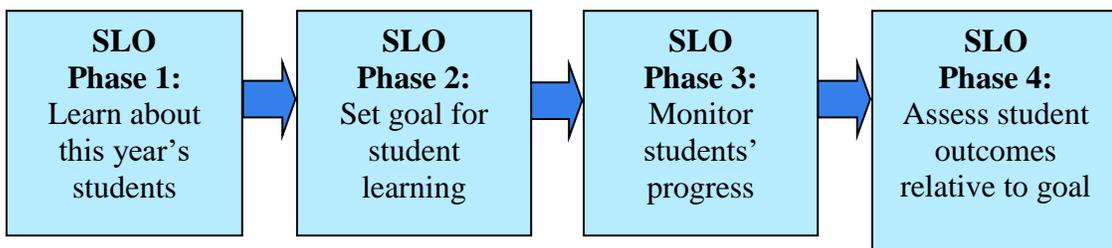
This model requires teachers to set specific and measureable targets, to develop them through consultation with colleagues in the same grade level or teaching the same subject, and through mutual agreement with their evaluator.

The four SLO phases are described in detail below:

SLO
Phase 1:
Learn about
this year's
students

To write a meaningful and relevant student learning objective, that aligns to their teaching assignment(s) and is grounded in a thorough knowledge of their students, data analysis is required. Examples of data for teachers to analyze are:
1. Student outcome data (academic)
2. Behavior data (absences, referrals)
3. Program Data (participation in school or extracurricular activities or programs)
4. Perceptual data (learning styles and inventories, anecdotal)

Teachers must learn as much as they can about the students they teach, be able to document baseline data that they have used to determine their instructional focus, and be able to write a student learning objective on which they will, in part, be evaluated.

Analysis of these initial pieces of data, for incoming students, should be completed by mid-September of the academic year.

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

SLO
Phase 2:
Set one Student
Learning
Objective

Step 1: Decide on the Student Learning Objective (SLO)
The objective will be a broad goal for student learning. It should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students. The SLO should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) – and should be aligned to relevant state, national (e.g., Common Core), or district standards for the grade level or course. Depending on the teacher's assignment, the

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objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in music, art, PE, CTE classes).

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

The following are examples of student learning objectives:

Teacher Category	Student Learning Objective
6th Grade Math	My students will accurately solve problems involving ratios.
High School Visual Arts	All of my students will demonstrate proficiency in applying the five principles of drawing.

The degree to which the student learning objective is met will be determined by at least two Indicators of Academic Growth and Development (IAGDs). The IAGDs are specific targets, written as SMART goals, which measure if a teacher has accomplished the student learning objective.

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

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. The SLO must include at least two indicators (IAGDs).

One half ($22.5^{\%}$) of the IAGDs used as evidence for achieving the SLO will be based on a standardized assessment, where available. However, achievement of an IAGD shall not be determined by a single, isolated standardized test score. It should be based on a comparison of data across assessments administered over time.

Those without an available standardized assessment will select, through mutual agreement with their evaluator, a non-standardized indicator. If mutual agreement cannot be reached, the teacher should follow the dispute-resolution process, *(see page 31)*.

For the other half ($22.5^{\%}$) of the IAGDs, there must be:
1. a minimum of one non-standardized indicator; and
2. a maximum of one additional standardized indicator, if there is mutual agreement.

Weighting multiple IAGDs, within the above categories should be balanced and mutually agreed upon

Standardized versus Non-standardized

As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

- Administered and scored in a consistent – or "standard" – manner;
- Aligned to a set of academic or performance "standards;"
- Broadly-administered (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only 2-3 times per year.

Standardized IAGDs - For those teaching grades and/or subjects where a standardized assessment is available, one IAGD will be developed based on an analysis of student achievement results on that assessment. Teachers in non-tested grades and subjects may establish common IAGDs based on student learning needs and targets revealed in aggregate data from state tests or other standardized assessments if appropriate.

Non-Standardized IAGDs: Sources for the development of IAGDs based on non-standardized indicators may include:

- Benchmark assessments of student achievement on whole-school expectations for student learning, measured by analytic rubrics.
- Other curricular benchmark assessments
- Student portfolios of work in content areas, collected over time and reviewed annually.

The student learning objectives for all personnel must demonstrate alignment with whole-school student achievement priorities.

The IAGDs will be written to meet SMART goal criteria, i.e. Specific, Measureable, Attainable, Relevant, and Time-Bound.

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

Indicators can also address student subgroups, such as high or low-performing students or EL students. To the greatest extent possible, IAGDs should be fair, valid, reliable and useful.

Fair: IAGDs should be used in a way that provides students with an opportunity to show they have met, or are making progress towards, a learning objective. IAGDs should also be supported by adequate professional resources and provide teachers an opportunity to show that their students made growth. It should be appropriate to the teacher's content, assignment and class composition.

Valid: The indicator measures what it is intended to measure.

Reliable: Use of the indicator is consistent among those using the indicator over time.

Useful: The indicator should provide the teacher with meaningful feedback about student knowledge, skills, perspective and classroom experience that can be used to enhance student learning and provide opportunities for teacher growth.

It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students. The Template for Setting SMART Goals should be referenced as a resource for creating the IAGDs (see Appendix B). Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all second-grade teachers in a district might use the same reading assessment for their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among second-grade teachers.

The following are some examples of indicators that might be applied to the previous student learning objective examples:

Sample IAGDs - Standardized

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development *(at least one is required)*
6th Grade Math	My students will accurately solve problems involving ratios.	85% of my students will achieve a RIT score between 225-235 on the Ratios and Proportional Relationships strand of the NWEA Learning Continuum by May of 2017.
4th Grade	My students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	75 % of my students will increase their percentile score on the "Informational Text: Language Craft and Structure" strand of the NWEA Reading test by four points.

Sample SMART Goal-Non-Standardized

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development *(at least one is required)*
8th Grade Science	My students will master critical concepts of science inquiry.	My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.

Taken together, IAGDs, if achieved, would provide evidence that the objective was met.

Step 3: Provide Additional Information
During the goal-setting process, teachers and evaluators will document the following:
- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the teacher plans to use to gauge students' progress toward achieving the SLO during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit the Student Learning Objective to the Evaluator for Approval
SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon student learning objectives, ultimately, the evaluator must formally approve all Student Learning Objective proposals.

Teachers will submit their Student Learning Objective to their evaluator for review and approval. The review and approval process for the Student Learning Objective and its associated IAGDs will take place during the Goal-Setting conference, on or before October 15th. Evaluators will review and approve the Student Learning Objective based on the following criteria:

Student Learning Objective Approval Criteria

Priority of Content	Rigor of the Student Learning Objective	Analysis of Student Outcome Data
The SLO is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.	The IAGDs must be obtainable, but ambitious, and represent at least one year's student growth (or appropriate growth for a shorter interval of instruction).	The IAGDs provide specific, measureable evidence of student outcome data analysis and demonstrate knowledge about students' growth and development.

The evaluator will examine the Student Learning Objective relative to the three criteria described above. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide comments and discuss their feedback with the teacher during the fall goal-setting conference. Student Learning Objectives that are not approved must be revised and resubmitted to the evaluator within ten days.

SMART Goal Phase 3: Monitor students' progress

Once the Student Learning Objective is approved, teachers should monitor students' progress toward the objective. They can, for example, examine student work products, administer interim assessments, and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

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

SMART Goal
Phase 4:
Assess student
outcomes
relative to goals
To goals

End-of year review of SMART goals/Student Outcomes and Achievements:
Teacher Self-Assessment – the teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. Teachers will reflect on the Student Learning Objective by responding to the following four statements:

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

End of Year Conference – The teacher shall collect evidence of student progress toward meeting the student learning objective. This evidence will reflect student progress toward meeting each of the IAGDs. Up to three pieces of evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning objective. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning objective, based on criteria for the 4 performance level designations shown in the table below.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to the Student Learning Objective: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point).

Exceeded (4)	The target(s) contained in the indicators was exceeded.
Met (3)	Most students met targets contained in the indicators within a few points (to be clarified with teacher at the initial and mid-year conferences).
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.

Given that Student Learning Objectives have at least two indicators, evaluators can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The SLO rating and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference.

Training for Teachers and Evaluators
Specific training will be provided to develop evaluators' and teachers' data literacy and creation of IAGDs that are specific, measurable, attainable, relevant and time-bound, by which teachers will be evaluated. The content of the training will include, but not be limited to:

- Data Literacy as it relates to: analyzing and interpreting assessment data, understanding root cause, and decision-making based on inferences.
- Quality of measures and indicators used to determine student growth.
- Alignment of IAGDs to school and/or district goals.
- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their Student Learning Objectives.

All teachers and evaluators will be required to attend these trainings to ensure a standardized approach to the documentation of student learning outcomes and achievement. Should additional training be needed, it will be decided on a case-by-case basis at the school or individual level.

Category #4: Whole-School Student Learning Indicator (5%)
Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators. The Lebanon Public Schools Administrative Team will define and communicate a Whole School Learning Indicator that is based on an aggregate rating for multiple student learning indicators established for the administrator's evaluation rating. (Administrator's 45%) Certified

staff will be asked to identify strategies that will, through their instructional practice, contribute to the achievement of the Whole School Learning Indicator.

Teacher's efforts and action taken towards achievement of the Whole-School Learning Indicator will be discussed during the pre, mid-year, and post-conferences. Teachers will be expected to upload artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator.

Whole-School Student Learning Indicator
In the whole-school student learning indicator a teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. This will be based on the school performance index (SPI) which correlates to the whole-school student learning on a principal's evaluation. In the absence of an SPI rating the rating will be determined by the rating of the administrator's school wide goal approved by the Superintendent.

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

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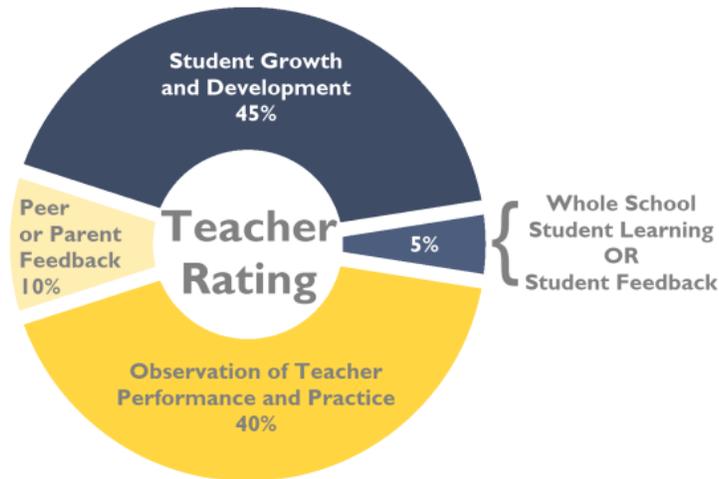
Every educator will receive one of four performance ratings:

Exemplary –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

In order to determine summative rating designations for each teacher, evaluators will:

A. Rate teacher performance in each of the four Categories:
   1. Observations of Teacher Performance and Practice
   2. Parent Feedback
   3. Student Outcomes and Achievement
   4. Whole-School Student Learning Indicators.
B. Combine the Observations of Teacher Performance and Practice rating (Category 1) and the Parent Feedback rating (Category 2) into a single rating, taking into account their relative weights. This will present an overall **"*Practice Rating*"** of *Exemplary, Proficient, Developing,* or *Below Standard.*
C. Combine the Student Outcomes and Achievement (Category 3) and Whole-School Student Learning Indicator ratings (Category 4) into a single rating, taking into account their relative weights. This will represent an overall **"*Outcomes Rating*"** of *Exemplary, Proficient, Developing,* or *Below Standard.*
D. Combine the ***Outcomes Rating*** and ***Practice Rating*** into a **Final Rating**. In undertaking this step, teachers will be assigned a summative rating category of *Exemplary, Proficient,*

Developing, or *Below Standard.* The information below identifies how to calculate the *Final Summative Rating.*

Summative Rating Matrix

Student Outcomes Related Indicators Rating	Teacher Practice Related Indicators Rating			
	Exemplary	**Proficient**	**Developing**	**Below Standard**
Exemplary	**Exemplary**	**Exemplary**	**Proficient**	*Gather further information*
Proficient	**Exemplary**	**Proficient**	**Proficient**	**Developing**
Developing	**Proficient**	**Proficient**	**Developing**	**Developing**
Below Standard	*Gather further information*	**Developing**	**Developing**	**Below Standard**

Definition of Effectiveness and Ineffectiveness (Adopted from CT Seed Model)

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

A tenured educator shall be deemed ineffective if said educator receives at least two sequential *Developing* ratings or one *Below Standard* rating at any time.

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SUPPORT AND DEVELOPMENT

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As a standalone, evaluation cannot improve teaching practice and student learning. However, when paired with proficient, relevant, and timely support, the evaluation process has the potential to help move teachers along the path to *Exemplary* practice.

Evaluation-Based Professional Learning

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

All evaluative reports, e.g., observations, progress reports, and summative evaluations are strictly confidential. One copy with original signatures will be placed in the teacher's personnel file. A teacher's signature on any such report is acknowledgement of receipt only. Having been presented with a report on performance, a teacher is expected to sign one copy, acknowledging receipt.

Career Development and Growth

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

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

Teacher Professional Assistance and Support System (PASS)

Dispute-Resolution Process

A panel composed of the Superintendent, local association president or designee, and an agreed upon neutral third person shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific within 15 school days. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent.

Professional Assistance and Support Systems (PASS)

Teachers who receive summative evaluation ratings of *Developing* or *Below Standard* will be required to work with their local association president (or designee) and evaluator (or designated

Teacher Performance Remediation Plan Developer) to design a Teacher Performance Remediation Plan (TPRP). Teachers must receive a summative evaluation rating of *Proficient* within a year of the TPRP being developed. The TPRP will be created within 30 days of the start of the following school year. The plan will identify area(s) of needed improvement and include supports that the district will provide to address the TPRP. The teacher and evaluator will collaborate to determine the target completion date.

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting teachers within this level. The teacher, local association president or designee, and evaluator or designee as assigned by the superintendent will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan. The contents of the plan will be confidential.

Improvement and Remediation Plans
If a teacher's performance is rated as *Developing* or *Below Standard*, it signals the need for the administrator to create an individual teacher improvement and remediation plan. The improvement and remediation plan is the first step in providing support. The plan should be developed in consultation with the teacher and his/her exclusive bargaining representative. Improvement and remediation plans must:
- identify resources, support, and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating of *Proficient* or better at the conclusion of the improvement and remediation plan.

The plan must include the following:
- *Areas of Improvement*: Identify area of needed improvement.
- *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
- *Domain*: List domain rated "developing" or "below standard".
- *Indicators for Proficient Teaching*: Identify exemplary practices in the area identified as needing improvement.
- *Improvement Strategies to be Implemented*: Provide strategies that the teacher can implement to show improvement in any domain rated "developing" or "below standard".
- *Tasks to Complete*: Specific tasks the teacher will complete to improve the domain.
- *Support and Resources*: List of supports and resources the teacher can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
- *Indicators of Progress*: how the teacher will show progress toward proficient/exemplary in identified domain(s) through observations, data, evidence, etc.

Improvement and Remediation Plan (30 Days)
The Remediation Plan is the next step in the attempt to provide a teacher with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. The evaluator will help the teacher outline specific goals and objectives with timelines, resources, and

evaluative criteria. The evaluator and/or teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Consistent supervision and, at minimum, a weekly observation followed by timely feedback, will be provided by the evaluator (or their designee). This intervention will operate for a period of time that the evaluator determines to be appropriate, but will normally conclude within 30 school days, after the remediation plan has been agreed upon. At the end of the intervention period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is *Proficient* or better, the evaluator will designate placement of that teacher to a normal plan phase. In situations when progress is unacceptable, the teacher will move into an Intensive Remediation Plan. Specific written documents of the intervention plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

Intensive Remediation Plan (60 Days)
The Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan if necessary, to provide the help necessary to meet the requirements of the position. The teacher, evaluator, and another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The teacher may choose to include their bargaining representative. The evaluator and/or the teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the evaluator determines to be appropriate, but will normally conclude after 60 school days. Weekly observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the teacher demonstrates that he/she is *Proficient* or better, the evaluator will designate placement of that teacher to the normal plan phase. If the teacher's performance is below *Proficient*, the evaluator will recommend termination of that teacher's employment to the superintendent.

Resolution of Differences
Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to the superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

Teacher Professional Assistance and Support System (PASS) Flowchart:

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┌─────────────────────┐
│ Develop Improvement │
│  & Remediation Plan │
└─────────────────────┘
           │
┌─────────────────────┐
│     Implement       │
│   Improvement &     │
│  Remediation Plan   │
└─────────────────────┘
           │
┌──────────────────────┐        ┌──────────────────────┐
│ Teacher Demonstrates │        │     Progress is      │
│     Proficiency      │────────│     Unacceptable     │
│  Place on Normal Plan│        └──────────────────────┘
└──────────────────────┘                   │
                              ┌──────────────────────┐
                              │      Intensive       │
                              │  Remediation Plan    │
                              └──────────────────────┘
                                         │
┌──────────────────────┐        ┌──────────────────────┐
│ Teacher Demonstrates │        │     Progress is      │
│     Proficiency      │────────│     Unacceptable     │
│  Place on Normal Plan│        └──────────────────────┘
└──────────────────────┘                   │
                          ┌──────────────────┐   ┌──────────────────┐
                          │ Extend Intensive │   │   Termination    │
                          │   Supervision    │───│                  │
                          └──────────────────┘   └──────────────────┘
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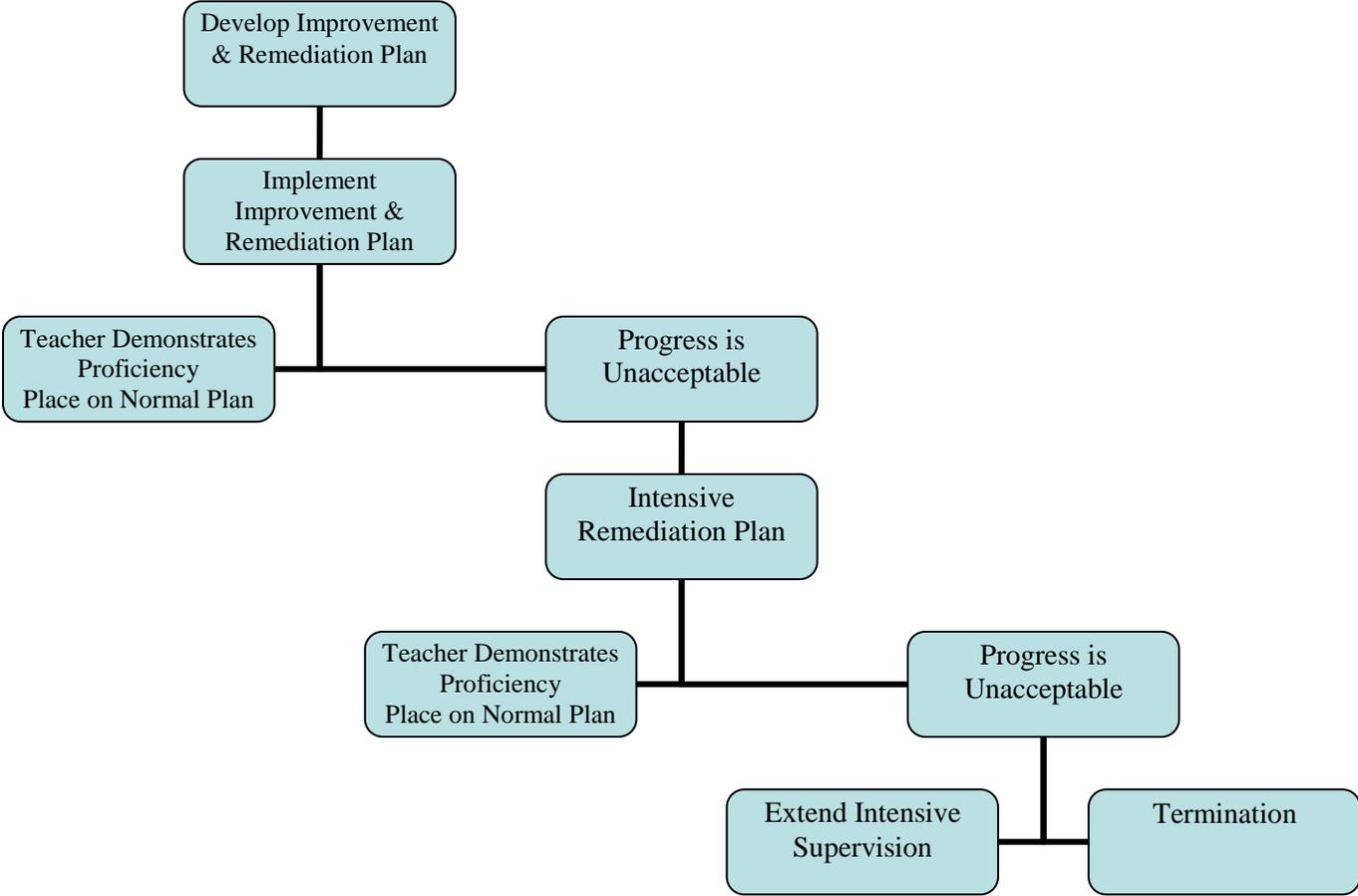
Lebanon Public Schools

Education Specialist Professional Learning and Evaluation Program

EDUCATION SPECIALIST EVALUATION PLAN

Lebanon's Professional Learning and Evaluation Plan also provides both the structure and flexibility required to guide educational specialists and evaluators in understanding their roles in enhancing student learning and assessing their professional practices. The goal is to support these education specialists in their professional growth, with the aim of improving student outcomes.

The Plan aligns the professional standards for education specialists with outcomes for learning in evaluation of practice, while recognizing the unique responsibilities of each educational specialist.

They are aligned with the CCT Education Specialist rubric.

Goals of the Education Specialist Professional Learning and Evaluation Plan:
- Improve learner outcomes through meaningful evaluation of practice that is aligned with professional learning;
- Improve school-wide (or district-wide) learning goal outcomes through Proficient collaboration with educators;
- Improve the quality of instruction by ensuring accountability for learner outcomes and educational specialist proficiency,
- Provide professional assistance and support where necessary.

Who are Educational Specialists?
Educational Specialists include non-teaching, non-administrative education professionals who provide a variety of services to students, teachers, and parents. Lebanon's educational specialists may be located exclusively within a single school or district-wide.

Education Specialist Position Categories:
- Pupil Personnel Services: school counselors, school psychologists, social workers
- Instructional Support Services: library/media specialists, instructional or assistive technology specialists, instructional support specialists
- Related Services: occupational therapists, physical therapists, speech and language pathologists

Who Evaluates Education Specialists?
Lebanon administrators are responsible for Education Specialists evaluations.

Performance Standards
It is expected that education specialists and their evaluators will be knowledgeable about the professional standards for each specialist they will evaluate. Those standards form the basis for goal-setting, assessment of professional practice, and alignment of professional learning opportunities with the needs of education specialists. In observations of practice, evaluators will use the domains and indicators outlined below:

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

Links to Professional Standards Documents for Education Specialists:
Links to standards and other informational documents related to the professional practice requirements of education specialists are provided as reference for education specialists and evaluators:

Enhancing Professional Practice- A Framework for Teaching. Second Edition Charlotte Danielson, ASCD Alexandria,VA /copyright 2007 Chapter 5 Frameworks for Specialist Positions pages 109 – 167.

School Counselors: ASCA Ethical Standards for School Counselors (2010):
http://www.schoolcounselor.org/files/EthicalStandards2010.pdf

School Social Workers: NASW Standards for School Social Work Services (2012):
http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf

School Psychologists: NASP Professional Standards (2010):
http://www.nasponline.org/standards/2010standards.aspx

Occupational Therapists: AOTA Standards of Practice
http://www.aota.org/about/core/36194.aspx

Instructional Technology Specialists: NETS-T (2010)

http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2

Assistive Technology Specialists: RESNA Standards:
http://www.resna.org/atStandards/standards.dot

Physical Therapists: APTA Code of Ethics (2012)
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/CodeofEthics.pdf

APTA SIG: Pediatric Site: References for School-Based Practice of Physical Therapy:
http://www.pediatricapta.org/pdfs/References%20for%20SB%20SIG1_23.pdf

Professional Development Coordinator, Education Staff Developers: Learning Forward, Standards for Professional Learning (2012):
http://www.learningforward.org/bookstore/standards-for-professional-learning

Lebanon Public School District

Administrator Professional Learning and Evaluation Program

Overview

The Lebanon Administrator Evaluation and Professional Learning Plan develops and promotes a shared understanding of leader proficiency. The plan defines administrator proficiency 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 proficiency and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community. It provides a structure for the ongoing development of principals and other administrators. This structure provides a basis for assessing their strengths and growth areas as well as feedback to support their development in all areas. The model meets all of the requirements for the evaluation of 092 endorsement holders as outlined in Connecticut Statute and Connecticut State Board of Education regulations.

Orientation and Training Programs

Lebanon will provide training and orientation for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timelines for their evaluation. Special attention will be given to the Common Core of Leading Performance Expectations and the Leadership Practice Rubric, so that all administrators fully understand Performance Expectations and the requirement for being a *Proficient* administrator. Additional training will be provided throughout the academic year that will provide Lebanon administrators with access to resources and to connect with colleagues to deepen their understanding of the plan.

Training will include an in-depth overview and orientation of the 4 categories that are part of the plan, the process and timeline for plan implementation, the process for arriving at a summative evaluation, the use of the Leadership Practice Rubric, calibration on conducting Proficient observations and providing high-quality feedback, and in the use of My Learning Plan/Frontline Professional Growth.

Evaluator Orientation and Support

Understanding of Lebanon's Professional Learning and Evaluation program features, Connecticut's Common Core of Leading/Standards for School Leaders, Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting administrator growth. To that end, evaluators will be provided with ongoing training and support in the use and application of Lebanon's Professional Learning and Evaluation Program, including training on conducting effective observations and providing high quality feedback. Evaluators will review program elements and procedures prior to the beginning of each school year. Evaluators will be trained by state sponsored workshops and District professional learning activities.

The Administrator Evaluation Categories

1. **Leadership Practice** (40%)
   - An assessment of an administrator's leadership practice by direct observation of practice and the collection of other evidence.
2. **Stakeholder Feedback** (10%)
   - Assessed by administration of a survey with measures that align to the Connecticut Leadership Standards.
3. **Student Learning** (45%)
   - Student learning is assessed by performance and growth on academic learning measures. Together they will account for 45% of the administrators' evaluation.
4. **Teacher Effectiveness** (5%)
   - As measured by an aggregation of teachers' student learning objectives.

Category #1: Leadership practice (40%)

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating. Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012, which uses the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and defines Proficient administrative practice. The four domains of the CT Leader Evaluation and Support Rubric 2017 are based off these standards.

All four of the domains contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what Proficient educational leaders do. As such, Domain 1 (Instructional Leadership) for administrators will be weighted twice as much as any other Domain. The recommended weighting is:

    Domain 1: Instructional Leadership – 40%
    Domain 2: Talent Management – 20%
    Domain 3: Organizational Systems – 20%
    Domain 4: Culture and Climate – 20%

These weightings do not have to be consistent for all principals, so long as Instructional Leadership is weighted twice as much as the next highest rated domain and no domain is weighted less than 5% of the total. For assistant principals, the weighting of the domains can vary based on their assignment, so long as the weighting is mutually agreed upon during the goal setting conference each year and no domain is weighted less than 5% of the total. For central office administrators, a rubric is not required. Districts may generate ratings from evidence collected directly from the Common Core of Leading: Connecticut School Leadership Standards. Criteria for Proficient should be discussed during the goal-setting conference at the beginning of the year.

In order to arrive at a rating, administrators are measured against the Leader Evaluation Rubric which describes leadership actions across four performance levels for each of the four domains with expectations and associated elements.

The four performance levels are:

- **Exemplary**: The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing *Exemplary* performance from *Proficient* performance.

- **Proficient**: The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in **bold** at the *Proficient* level.

- **Developing**: The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.

- **Below Standard**: The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader. Two key concepts, indicated by bullets, are often included as indicators. Each of the concepts demonstrates a continuum of performance across the row, from *Below Standard* to *Exemplary*.

Assigning ratings for each Domain:
Performance indicators provide examples of observable, tangible behavior that indicate the degree to which administrators are meeting each Domain. Evaluators and administrators will review performance and complete the evaluation at the Domain level, not at the Indicator level. Additionally, it is important to document an administrator's performance on each Domain with evidence generated from multiple performance indicators, but not necessarily all performance indicators. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

Leadership Practice Summative Rating:
Summative ratings are based on the preponderance of evidence for each domain in the Connecticut Leader Evaluation and Support Rubric (or School Leadership Standards where applicable). Evaluators collect written evidence about and observe the administrator's leadership practice across the four domains 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:

1. The administrator and evaluator meet for a **Goal-Setting Conference by the August 15** to identify focus areas for development of the administrator's leadership practice.

2. The administrator being evaluated collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. Evaluators of principals must conduct at least two school site observation for any principal and will conduct at least four school site observations for principals who are new to their district, school, the profession, or who have received ratings of *Developing* or *Below Standard*. Evaluators of assistant principals will conduct at least two

observation of the practice of the assistant principal, and conduct at least four school site observations for assistant principals who are new to their district, school, the profession, or who have received ratings of *Developing* or *Below Standard*. Evaluators of other Lebanon administrators will conduct at least two observation and/or reviews of practice.

3. The administrator being evaluated and the evaluator hold a **Mid-Year Formative Conference by January 30** with a focused discussion of progress toward proficiency in the focus areas identified as needing development.

4. **By May 30**, the administrator being evaluated reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.

5. **By June 30**, the evaluator and the administrator being evaluated meet to discuss all evidence collected. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, proficient, developing, or below standard for each domain. Then the evaluator assigns a total practice rating based on the criteria in the Leadership Practice Matrix and generates a **Summary Report of the evaluation by June 30**.

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Principals:

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Leadership Practice Matrix (40%)

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exemplary on Instructional Leadership *Exemplary* on at least 1 other domain No rating below *Proficient* on any domain	At least *Proficient* on Instructional Leadership At least *Proficient* on at least 2 other domains No rating below *Developing* on any domains	At least *Developing* on Instructional Leadership At least *Developing* on at least 2 other domains	*Below Standard* on Instructional Leadership Or *Below Standard* on at least 2 other domains

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Assistant Principals and Other Administrators:

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Leadership Practice Matrix (40%)

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exemplary on at least 2 domains No rating below *Proficient* on any domain	At least *Proficient* on at least 3 domains No rating below *Developing* on any domain	At least *Developing* on 3 domains	*Below Standard* on 2 or more domains

Category #2: Stakeholder feedback (10%)

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

To gain insight into what stakeholders perceive about administrators' proficiency, for each administrative role, the stakeholders surveyed will be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback will include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). Central office administrators will be rated based on feedback from the stakeholders whom the administrator directly serves.

The survey instrument to be used was developed by Victoria Bernhardt, *Education for the Future,* Executive Director. These surveys used both nationally and internationally, have been subjected to a rigorous vetting process that has found them to be fair, reliable, valid, and useful.
The surveys will be administered on-line and allow for anonymous responses. All Lebanon administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in March. The March survey data will be used by administrators as baseline data for the following academic year.

Once the stakeholder feedback goal has been determined by the administrator, the administrator will identify the strategies he/she will implement to meet the target.

Arriving at a Stakeholder Feedback Summative Rating

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

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high.
- Administrators new to the District or moved into a new position, 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:

1. Review baseline data on selected measures,
2. Set 1 target for growth on a selected measure (or performance on a selected measure when growth is not feasible to assess or performance is already high)
3. By March 15, administer surveys to relevant stakeholders
4. Aggregate data and determine whether the administrator achieved the established target
5. Assign a rating, using this scale:

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded target	Met target	Made progress but did not meet target	Made little or no progress against target

Category #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 in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in CT's Next Generation Accountability System. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan.

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

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

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

Grade Level/Role	SLO
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments.
Middle School	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 grades 7 and 8 will show an overall average of 11 points growth when comparing the Fall 2017 and Spring 2018 assessments.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1st, the percentage of grade 3 students reading at or above grade level will improve from 78% to 85%.

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:
  - aligned to district priorities (unless the school is already doing well against those priorities); and
  - aligned with the school improvement plan.

- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the Administrator's SLO Handbook, SLO Form and SLO Quality Test).
- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
  - The objectives are adequately ambitious;
  - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives;
  - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective; and
  - 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.

Category #4: Teacher Proficiency (5%)

Teacher proficiency, as measured by an aggregation of teachers' SLO goals, is 5% of an administrator's evaluation.

Improving teacher proficiency is central to a principal's role in driving improved student learning outcomes. That is why, in addition to measuring the actions that principals take to increase teacher proficiency from hiring and placement to ongoing professional development to feedback on performance, the principal evaluation model also assesses the outcomes of all of that work. As part of Lebanon's teacher evaluation plan, teachers are assessed in part on their accomplishment of their SLO goals. This is the basis for assessing principals' contribution to teacher outcomes.

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

Administrator Evaluation Process

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. There is an annual cycle for administrators and evaluators to follow and this sequence of events lends well to a meaningful and doable process.

Overview
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, creating the platform 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.

SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION

JULY	AUGUST	JANUARY	MAY	JUNE
Step 1	Step 2	Step 3	Step 4	Step 5
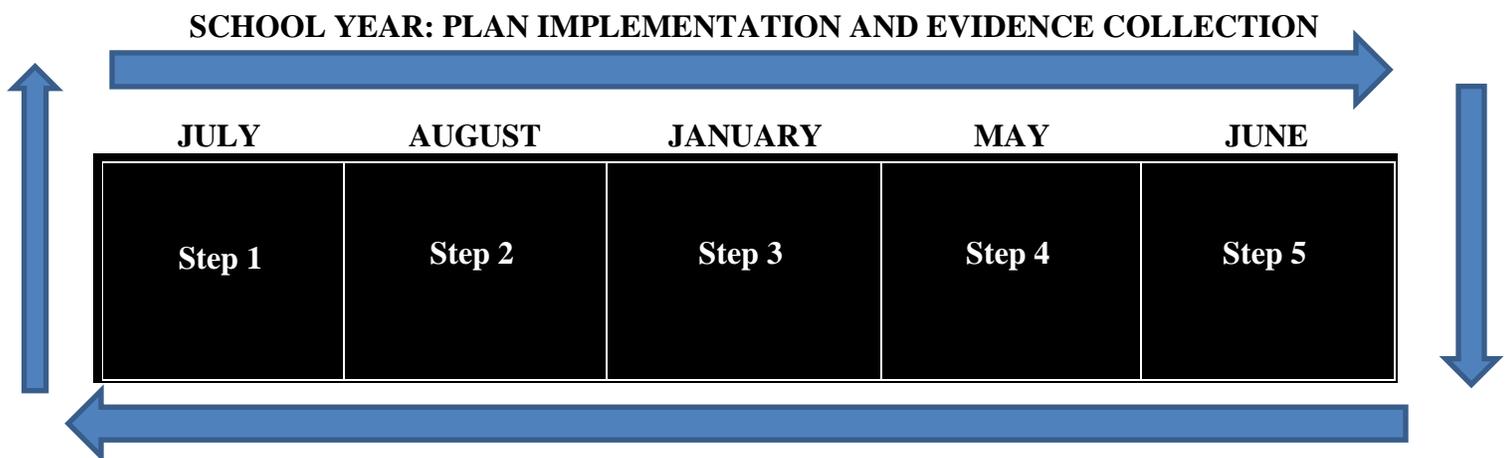
Step 1: Orientation and Context Setting

Step 1: Gathering Data
To begin the process, the administrator needs five things to be in place:

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.

Step 2: Goal Setting and Plan Development
Before a school year starts, the administrator identifies a target for growth on district assessments, drafts three (3) SLOs, and creates one stakeholder feedback target. Then administrators identifies the two (2) areas of focus for their practice *that will help them accomplish* their SLOs and stakeholder feedback targets, choosing from among the elements of the Connecticut School Leadership Standards. Administrators will identify two (2) specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is critical that the administrator connect improvement in the practice focus areas to the SLOs and stakeholder feedback targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet in August to discuss and agree on the selected outcome goals and practice focus areas. The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used.

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

The evaluator will establish a schedule of school visits with the administrator to collect evidence and observe the administrator's work. The first visit will take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation plan. Subsequent visits will be planned for later in the year, as agreed upon by the administrator and their evaluator.

Observation of Practice Elements:

Observation Protocol/Schedule: (40%)
The observation protocol includes at least two school site observations for any administrator. Refer to 3.3 of the Connecticut Guidelines for Educator Evaluation.

The observation protocol includes at least four school site observations for administrators who are new to the Lebanon Public School District, their school, the profession, or who have received

ratings of developing or below standard. Refer to 3.3 of the Connecticut Guidelines for Educator Evaluation.

Step 3: Mid-Year Formative Review
Midway through the school year there will be a formal check-in to review progress. In preparation for the 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 being evaluated and the evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point.

Step 4: Self-Assessment
No later than May 30 and prior to the *Summative Review*, the administrator being evaluated completes a self-assessment on his/her practice on all eighteen elements of the Connecticut Leadership Standards. For each element, the administrator being evaluated determines whether he/she:

- Needs to grow and improve practice on this element;

- Has some strengths on this element but needs to continue to grow and improve;

- Is consistently Proficient on this element; or

- Can empower others to be Proficient on this element.

The administrator being evaluated will also review their focus areas and determine if they consider themselves on track or not. The administrator being evaluated submits their self-assessment to their evaluator.

Step 5: Summative Review and Rating
The administrator being evaluated and the evaluator meet by June 15th to discuss the administrator's self-assessment and all evidence collected over the course of the year. This meeting serves as an opportunity to convey strengths, areas for growth, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

The evaluator completes the summative evaluation report, shares it with the administrator, and adds it to the principal's personnel file with any written comments attached that the principal 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.

Summative Administrator Evaluation Rating

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

1. **Exemplary:** Exceeding indicators of performance

2. **Proficient:** Meeting indicators of performance

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

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

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

- Meeting expectations as an instructional leader

- Meeting expectations in at least 2 other areas of practice

- Meeting and making progress on 1 target related to stakeholder feedback

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

- Meeting and making progress on 3 SLOs aligned to school and district priorities

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

Supporting administrators to reach the *Proficient* rating 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 principals in their first year, performance rated *Developing* is expected. If, by the end of three years, performance is still *Developing*, there is cause for concern.

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

Determining Summative Ratings

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

Student Learning Outcomes, Stakeholder Feedback & Teacher Effectiveness Outcomes Elements:

A. PRACTICE: Leadership Practice (40%)
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.

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. Goals/Objectives – Multiple Student Learning Indicators: (45%)
The outcomes rating is derived from student learning as measured by student learning objectives and teacher effectiveness outcomes. 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 Learning (SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10
TOTAL LEADER PRACTICE-RELATED POINTS			**145**

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

C. FINAL SUMMATIVE:
The Summative rating combines the practice and outcomes ratings using the matrix below.

		Administrator Practice Rating			
		Exemplary	**Proficient**	**Developing**	**Below Standard**
Administrator Outcomes Rating	**Exemplary**	**Exemplary**	**Exemplary**	**Proficient**	**Gather further information**
	Proficient	**Exemplary**	**Proficient**	**Proficient**	**Developing**
	Developing	**Proficient**	**Proficient**	**Developing**	**Developing**
	Below Standard	**Gather further information**	**Developing**	**Developing**	**Below Standard**

Definition of Effective and Ineffective
Administrator proficiency will be based upon a pattern of summative administrator ratings collected over time. All experienced administrators will need to have a rating of *Proficient* or *Exemplary* to be deemed effective. Any administrator rated *Below Standard* for one year or *Developing* for two consecutive years will be placed on an individual improvement plan. (See Professional Assistance and Support System)

Novice administrators shall generally be deemed effective they receive at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice administrator's career.

Dispute-Resolution Process
A panel composed of the Superintendent, local association president or designee, and a neutral third person shall resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific within 15 school days. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent.

Reporting
The Superintendent of Schools will provide the Board of Education with a report on the status of teacher evaluations prior to June 1st each year.

The Superintendent will report to the Commissioner of Education the status of implementation of teacher evaluations no later than September 15th of each year. The report will include the frequency of evaluations, aggregate evaluation ratings, the number of administrators and teachers who have not been evaluated, and other requirements as determined by the Department of Education.

Administrator Professional Assistance and Support Plan (PASS)

Administrators who receive a summative evaluation rating that is *Developing* or *Below Standard* will be required to work with their evaluator (or designated Administrator Performance Remediation Plan Developer) to design an administrator performance remediation plan. Administrators must receive a summative evaluation rating of *Proficient* within a year of the Administrator Performance Remediation Plan being developed. The plan will be created within 30 days after the completion of the Summative Evaluation Rating Conference. The Administrator Performance Remediation Plan will identify areas of needed improvement and include supports that Lebanon will provide to address the performance areas identified as needing improvement. After the development of the Administrator Performance Remediation Plan, the administrator and evaluator will collaborate to determine the target completion date.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement.
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Performance Expectation*: List performance expectation rated *Developing* or *Below Standard.*
4. *Indicators for Proficient Leading*: Identify exemplar practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies the administrator can implement to show improvement in performance expectations rated *Developing* or *Below Standard.*
6. *Tasks to Complete*: Specific tasks the administrator will complete that will improve the performance expectation.
7. *Support and Resources*: List of supports and resources the administrator can use to improve, e.g. professional learning opportunities, peer observation, colleague, mentor, books, etc.
8. *Indicators of Progress*: How the administrator will show progress towards *Proficient/Exemplary* in domain through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner in consultation with the administrator and his/her exclusive bargaining representative, and will focus on the development of a professional learning community supporting colleagues within this level. The administrator and evaluator will sign the plan. The contents of the plan will be confidential.

Evaluation Based Professional Learning

As our core values indicate, Lebanon believes that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goals and data from the educator evaluation process, professional learning is planned to strengthen instruction around identified student growth needs or other areas of identified educator needs.

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. Proficient professional learning, therefore, must be highly personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc. as well as opportunities for conducting research and collaborating with colleagues on content-based pedagogical activities.

Lebanon's evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of Lebanon's Professional Learning and Evaluation Program is aligned with at least one, and often several, of the seven Standards for Professional Learning.

Evaluation is an educator centered process:
We believe that, for evaluation to improve professional practice, it is essential to "make evaluation a task managed by [the administrator], and not a thing done to a worker" (Peterson, 2000, p. 5).
- Administrator reflection on aspects of their practice and its effect on student achievement, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice educators. *[Standards: Learning Communities; Data; Outcomes]*

   o Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.

   o Administrators collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

Organizational culture matters:
The framework and outcomes of systems for the evaluation of educators must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).
- It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.

   o Evaluators and teachers support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. *[Standards: Leadership; Resources]*

   o Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]

o Teachers and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]Teachers and administrators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]

Evaluation and professional learning must be differentiated to increase organizational proficiency: There is a growing research base that demonstrates that individual and collective educator efficacy is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)

- The needs of veteran and novice administrators are different, and evaluation-based professional learning must be designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources]*

o The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for administrators to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership]*

Career Development and Professional Growth

Lebanon will provide opportunities for educator career development and professional growth based on the results of the evaluation. Educators with an evaluation of *Proficient* or *Exemplary* will be able to participate in opportunities to further their professional growth, including attending conferences and other professional learning opportunities.

For administrators rated *Exemplary*, the following career development and professional growth opportunities may be available: observation of peers; mentoring/coaching early-career administrators or administrators new to Lebanon; participating in development of educator Professional Assistance and Support System plans for peers whose performance is *Developing* or *Below Standard*; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

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Appendix A: Data Management Protocols

On or before September 15 of each year, the professional development and evaluation committee will review and report to the Lebanon Board of Education the user experience and efficiency of the district's data management system used to manage evaluation plans. The data management system used to manage evaluation plans will be selected by the Board with consideration given to the functional requirements and efficiencies identified by the professional development and evaluation committee.

Data entered into the data management system shall be:
- Limited to artifacts, information or data identified in a teacher's evaluation plan as an indicator to be used for evaluating such individual and to optional artifacts as mutually agreed upon by the teacher and evaluator,
- Accessible to the teacher's evaluator(s), Superintendent (or his/her designee), and the Director of Curriculum and Instruction. Individual teacher data may not be shared with or transferred to another district or entity (except as provided by the Connecticut General Statutes) without the teacher's consent.

Pursuant to CGS 10-151b(c) and 10-151i, the SDE maintains the right to conduct audits and to collect summative teacher ratings annually. All identifiable student data within the District's data management system is confidential and subject to state and federal laws involving student privacy and confidentiality. All individuals with access to confidential student data, be they District employees, State employees or third party organizations with access to the system are prohibited from disclosing that information in any manner outside that proscribe by law. To ensure that data is not inappropriately accessed or disclosed, the data management system used by the District will include a process for logging the names of authorized individuals who access an administrator's evaluation information.

Forms

Lebanon School District currently uses My Learning Plan/Frontline Professional Growth evaluation plan software for both teachers and administrators. All forms are automated and contained within the evaluation software platform.

Appendix B: SMART GOAL WORKSHEET

SMART Goal Worksheet

Specific	
Measurable	
Attainable	
Results Orientated & Relevant	
Time-bound	

Goal: