



**PROFESSIONAL
LEARNING
AND
EVALUATION PLAN
2014-2015**



MISSION

**EASTCONN will initiate, support,
and facilitate partnerships,
collaborations and regional solutions
that are responsive to the
needs of all learners
through exemplary programs,
products and services**



PROFESSIONAL LEARNING AND EVALUATION PROGRAM

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OVERVIEW

INTRODUCTION

EASTCONN is a public, non-profit, Regional Educational Service Center dedicated to serving the educational and professional learning needs of schools, organizations, and individuals in northeastern Connecticut. To meet these ever-changing needs, EASTCONN offers over 100 distinct programs and services.

Although the audience for programs and services may vary, from children and teachers to organizations and individuals, EASTCONN's mission remains clear: learning is a lifelong journey and EASTCONN provides paths to success. We provide professional learning and support services to students and their families, offer professional learning opportunities for teachers and administrators, help people find the path to successful employability, provide services to help businesses operate more efficiently and effectively, and help individuals enrich their personal lives.

EASTCONN's Professional Learning and Evaluation Program has been designed to create pathways for the continuous learning and advancement of educational professionals throughout their careers. The Program components are aligned with the Core Requirements of the Connecticut Guidelines for Educator Evaluation (adopted by the State Board of Education in June 2012 and revised in January 2014 and May 2014). EASTCONN's Professional Learning and Evaluation Program represents our commitment to incorporating current, high-quality research in the creation of professional learning opportunities, to fostering best practices in teacher supervision and evaluation, and to improving student learning through effective curriculum, instruction, and assessment practices, in our classrooms, schools and programs, and in the districts we serve. As such, the Program: a) addresses the elements of CT's Core Requirements for Teacher and Administrator Evaluation; b) is aligned with our schools' and agency's missions and values; and c) meets the educational needs of the stakeholders in our schools and region.

The plan was developed and reviewed by EASTCONN's Professional Development and Evaluation Committee, comprised of representative teachers, administrators and EASTCONN Directors.

CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING

EASTCONN's Professional Learning and Evaluation Program establishes high standards for the performance of teachers and administrators that ultimately lead to and are evidenced by improved student learning. Professional standards, including *Connecticut's Common Core of Teaching (2010)*, *Connecticut's Common Core of Leading-Connecticut School Leadership Standards (2012)*, the *Standards for Professional Learning (2012)*, and national standards for educational specialists provide the foundation for EASTCONN's Professional Learning and Evaluation Program.

We acknowledge that deep student learning and high achievement that transfers to enrichment of future learning, career and personal experiences later in life is built by the collaborative, interdependent work of teachers and administrators, students and families, and school districts and the communities they serve. Therefore, our Program seeks to create a professional culture in our educational programs that is grounded in the following beliefs:

We believe that:

- An effective teaching and learning system must reflect and be grounded in the vision and core values of the district and its schools.
- An effective teaching and learning system creates coherence among the functions of supervision and evaluation of professional practice, professional learning and support, and curriculum and assessment development.
- A comprehensive evaluation process includes:
 - on-going inquiry into and reflection on practice;
 - goal-setting aligned with expectations for student learning;
 - information gathered from multiple sources of evidence;
 - analysis of data from multiple sources of evidence;
 - support structures for feedback, assistance, and professional collaboration;
 - research-based professional learning opportunities aligned with the needs of teachers.
- An effective teaching and learning system that increases educator effectiveness and student outcomes is standards-based, and promotes and is sustained by a culture of collaboration and knowledge-sharing.

PHILOSOPHY OF PROFESSIONAL EVALUATION

The purpose of educator evaluation is to improve student achievement outcomes through effective instruction and support for student and educator learning. A variety of factors support the improvement of learning and instruction. The EASTCONN Professional Learning and Evaluation Program addresses all these factors systemically. It is a comprehensive system that is based on clearly defined expectations that consist of domains of skills, knowledge, and disposition articulated in the *Common Core of Teaching (2010)* for teacher evaluation, the *Common Core of Leading-Connecticut's Leadership Standards (2012)* for administrator evaluation, and the national standards for the evaluation of educators in pupil services, as well as what current research tells us about the relationship between teaching and learning.



The Professional Learning Program supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for student learning, and ongoing evaluation with access to professional learning and support. The Program's teacher observation and evaluation instrument, the *Standards for Educator Performance and Practice (StEPP) Continuum* is designed to align with the processes and

professional performance profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) program, which provides differentiated professional learning for all beginning teachers. Such alignment promotes the establishment of common, consistent vocabulary and understandings about teacher practice at all levels, among administrators and teachers, throughout the district.

EASTCONN'S professional evaluation program takes into account school improvement goals, curricular goals, student learning goals, and evidence of educators' contributions to the school as a whole. Performance expectations within our Program also include those responsibilities that we believe to be the key in promoting a positive school climate and the development of a professional learning community.

EASTCONN PROFESSIONAL LEARNING AND EVALUATION PROGRAM GOALS

Professionalize the Profession

- Document and share educators' best practices that result in meaningful advancement of student learning.
- Enhance expert knowledge and collective efficacy in the field.
- Create new opportunities for educators to collaborate and develop leadership skills in their schools and disciplines.
- Recognize and reward excellence in teaching, administration, and exemplary contributions to EASTCONN schools and programs.
- Ensure that only high-quality professionals are selected for tenure in EASTCONN schools and programs.
- Provide a process for validating personnel decisions, including recommendations for continued employment of staff.

Improve the quality and focus of observation and evaluation

- 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.
- Define and clarify criteria for evaluation and measurement of student learning, using research-based models for evaluation.
- 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 on 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.
- Improve quantity and quality of feedback to those evaluated.
- Align evaluation findings with professional learning program and support systems.

Support organizational improvement through the Professional Learning and Evaluation Program

- 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 observations of professional practice.
- Provide educators with multiple avenues for pursuing professional learning.
- Integrate EASTCONN agency resources to support and provide professional learning opportunities.
- Create formal and informal 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.

Executive Director's Role in the Evaluation Process

- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- Serve as liaison between EASTCONN's Board of Directors and the evaluation process.
- The Executive Director will be responsible for ensuring that the Professional Development and Evaluation Committee receives information regarding school and program improvement and individual professional growth goals for use in planning staff development programs.

Responsibility for Evaluations

Administrators and directors will be responsible for evaluations, including, but not limited to, personnel in the following categories:

A. Administrators and Program Directors of EASTCONN Schools and Programs

- Teachers
- Nurses
- Social Workers
- Guidance Counselors

B. Director of Educational Services and Director of Adult Education

- Administrators of EASTCONN schools and programs

C. Director of Student Services

- Psychologists
- Speech Therapists
- Occupational Therapists/COTA
- Physical Therapists
- Adaptive Physical Therapists

- Other Related Services Personnel

D. Director of Teaching and Learning

- Education Specialists
- Professional learning administrators

E. Executive Director

- EASTCONN's Division Directors

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 the Connecticut's Common Core of Teaching (CCT) and associated rubrics.
- The review and understanding of Connecticut's Common Core of Leading (CCL) and the Leadership Practice Rubric.
- The review and familiarity with applicable Connecticut and National curriculum standards.
- Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learnings about professional practice.

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 or assistance with identification of professional resources and/or peer assistance

IMPLEMENTATION OF PROFESSIONAL LEARNING AND EVALUATION PROGRAM

Professional Learning and Orientation of Teachers and Administrators

At the beginning of each new school year, EASTCONN will provide to all educators several orientation and update sessions (through in-service sessions, target group sessions, and 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 new to EASTCONN will be provided with copies of the Professional Learning and Evaluating Program and will engage in professional learning to ensure that they understand the elements and procedures of the Program, processes and documents. This professional learning will take place upon employment or prior to the beginning of the school year with members of EASTCONN's Administration and/or Human Resource Offices.

New Educator Support and Induction

In the interest of supporting all educators in the implementation of the Program, each EASTCONN site will offer localized support to staff members new to the agency or building. 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 Common Core of Teaching, Common Core of Leading, Common Core Standards in English and Language Arts, Mathematics, and the Content Areas, discipline policies, stakeholder communication, effective collaboration, classroom interventions, special education, evaluation and professional responsibilities.

Evaluator Orientation and Support

Understanding of EASTCONN's Professional Learning and Evaluation Program's features, Connecticut's Common Core of Teaching (CCT), Common Core of Leading (CCL), 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 on-going professional learning and support in the use and application of EASTCONN's Evaluation Program. Evaluators will review Program elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. Plans for staff professional learning will be coordinated annually by EASTCONN's Director of Student Services, the Director of Adult Education, and the Director of Teaching and Learning.

Resources for Program Implementation

Funds to provide materials 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 Evaluation Program will be allocated annually and determined on a program-by-program basis.

DISPUTE RESOLUTION

The purpose of the resolution process is to secure at the lowest possible administrative level, equitable solutions of disagreements, which from time to time may arise, related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out between evaluators and evaluatees.

The dispute resolution process may be implemented when there is a question as to whether or not:

1. evaluation procedures and/or guidelines have been appropriately followed;
2. adequate data and evidence have been gathered to support accurate decisions.

The dispute resolution process shall be conducted in accordance with the law governing confidentiality.

Procedures

NOTE: The evaluatee shall be entitled to Collective Bargaining representation at all levels of the process.

1. Within three days of articulating the dispute in writing, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter informally.
2. If there has been no resolution, the appropriate Director will review information from the evaluator and evaluatee and will meet with both parties as soon as possible. Within three days of the meeting, and review of all documentation and recommendations, the appropriate Director will make a decision.
3. If the dispute is still not resolved, the Executive Director will act as arbitrator and make a final decision.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.

2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. If an evaluatee does not initiate the appeals procedure within 5 working days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.

Failure of the evaluatee at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

EDUCATOR EVALUATION PLANS

TEACHER EVALUATION PLAN

OVERVIEW

EASTCONN's Professional Learning and Evaluation Program supports an environment in which educators have the opportunity to regularly employ inquiry into and reflection on practice, to give each other feedback, and to develop teaching practices that positively affect student learning.

To help foster such an environment, we have created the Professional Learning and Evaluation Program as a district-wide system that provides multiple opportunities and options for teachers to engage in individual and collaborative activities in which they collect, analyze, and respond to data about student learning, within and among EASTCONN schools and programs. Teachers and administrators are expected to provide evidence related to the effectiveness of instructional practices and their impact on student learning. Teachers and administrators are also expected to take an active role in a cycle of inquiry into their practice, development, implementation and analysis of strategies employed to advance student growth, and reflection on effectiveness of their practice. The Program includes an additional component, Professional Assistance and Support System, for those teachers and administrators in need of additional support to meet performance expectations.

Standards and Indicators of Teaching Practice

The expectations for teacher practice in EASTCONN's Professional Learning and Evaluation Program are defined using the six domains and their indicators of the Common Core of Teaching (CCT, 2010). The *Standards for Educator Performance and Practice (StEPP) Continuum*, the tool used for observing and assessing teacher practice in the domains, reflects the spirit and specifics of the CCT, articulates components of teaching, and establishes designations of levels of practice, including: *Below Standard; Developing; Effective; Exemplary*.

Core Requirements of the Evaluation Program

EASTCONN's Professional Learning and Evaluation Program is aligned with the Core Requirements of the State Board-approved Guidelines for Educator Evaluation, as provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116. The following is description of the processes and components of EASTCONN's program for teacher evaluation, through which the Core Requirements of the Guidelines shall be met.

PROCESS AND TIMELINE OF TEACHER EVALUATION

The annual evaluation process for a teacher will at least include, but not be limited to, the following steps, in order:

1. Orientation (by September 15)

- To begin the annual evaluation process, evaluators meet with teachers, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:
 - a. The *StEPP Continuum*.
 - b. Administrator, school, and district priorities that should be reflected in teacher performance and practice focus areas.
 - c. SMART goals related to student academic growth and development.
 - d. Data regarding whole-school indicators of student learning.
 - e. Self-assessment processes and purposes.
 - f. Data collection, including types of data and processes for collection and analysis.
 - g. Access to the online data management system (My Learning Plan-OASYS).

Evaluators and teachers will establish a schedule for collaboration required by the evaluation process.

2. Goal-setting Conference (by October 15)

- *Teacher Reflection*: In advance of the Goal-setting Conference, the teacher will examine data related to current students' performance (including, but not limited to: standardized assessments, portfolios and other samples of student work appropriate to teacher's content area, etc.), the prior year's evaluation, and survey results, previous professional learning focus areas, and the *StEPP Continuum*.

The teacher will draft the following goals:

- a) **No more than two SMART Goals** to address student learning and achievement objectives, which will comprise 45% of a teacher's summative evaluation;
- b) **one performance and practice focus area**, based on student growth data, whole-school climate or learning data, teacher reflection and

previous year’s evaluator observations and review of the *StEPP Continuum* which will comprise 40% of the evaluation;

- c) **one focus area with strategies for improving outcomes that is** based on data from **parent or stakeholder focus group feedback** determined by the school improvement team, for which teachers will indicate their strategies for achieving this school-wide goal which will comprise 10% of the evaluation.

Teachers may draft their goals and focus areas for inclusion in a professional learning portfolio, in which data and evidence gathered related to SMART Goals, progress in professional practice focus areas, and strategies for improving outcomes are articulated and aligned.

First-year beginning teachers may find it helpful to reflect on their practice focus areas with their mentor teachers, using the TEAM program’s Module Resources and Performance Profiles, to determine a baseline for establishing focus areas.

- **Goal-setting conference:** No later than October 15 of the school year, the evaluator and teacher will meet to discuss the teacher’s proposed goals in order to arrive at mutual agreement about them. The standards, criteria and acceptable format and range of evidence for the professional learning portfolio will be established through the goal-setting process. The goals for the year must be informed by data and evidence collected by the teacher **and** evaluator about the teacher’s practice. The evaluator collects evidence about teacher practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Examples of data and evidence that may be included in the Goal-setting Conference:

<ul style="list-style-type: none"> • Lesson Plans • Formative Assessment Data • Summative Assessment Data • Student Work • Parent Communication Logs • Data Team Minutes • Survey Data 	<ul style="list-style-type: none"> • Class List • Standardized and Non-Standardized Data (based on the teacher’s class) • School-Level Data • StEPP Continuum
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3. Observations of practice (see Observation Schedule)

Evaluators will observe teacher practice using a combination of formal and informal in class observations and non-classroom reviews of practice throughout the school year, with frequency based on the teacher's summative evaluation rating or years in the district.

4. Evidence collection and review (throughout school year)

The teacher collects evidence about his/her practice and student learning that is relevant to the agreed-upon professional goals. The evaluator also collects evidence about teacher practice for discussion in the Mid-Year Formative Conference and End-of-year summative review.

5. Mid-Year Formative Conference

The evaluator and teacher will hold a Mid-Year Formative Conference near the mid-point of the evaluation cycle. The discussion should focus on processes and progress toward meeting the goals and developing one's practice. Both the teacher and the evaluator will bring evidence about practice and student learning data to review. The teacher and evaluator will discuss the cause and effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning. During the conference, both the teacher and evaluator will make explicit connections between the 40% and the 45% components of the evaluation program. If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goals 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.

6. End-of-year summative review

- *Teacher self-assessment* (due to the evaluator 5 working days prior to the end-of-year conference): The teacher reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing the *StEPP Continuum* and established in the Goal-setting Conference.
 - The self-assessment should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment

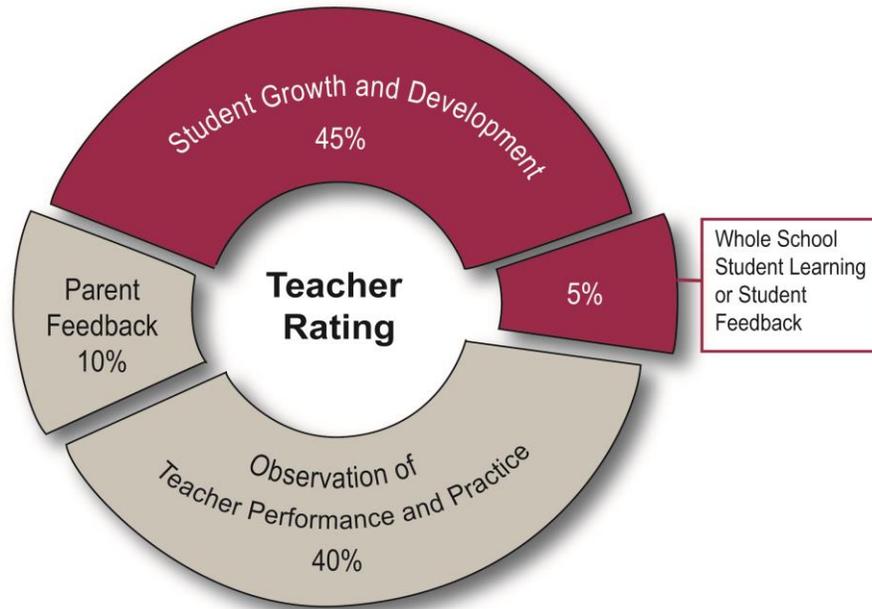
should also include a statement that identifies a possible future direction that is related to the year's outcomes.

- *End-of-year conference:* The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will review evidence that supports the extent to which students met the SMART goal(s) and how the teacher's performance and practice focus contributed to student outcomes and professional growth.
- *Summative Rating:* The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix.

(See pages 36-38 for explanation of summative ratings and matrix)

COMPONENTS OF TEACHER EVALUATION AND RATING

The Core Requirements of the CT Guidelines for Teacher Evaluation require that districts weight the components of teacher’s annual summative evaluations and ratings as follows:



STUDENT GROWTH AND DEVELOPMENT (45%)

Forty-five percent (45%) of a teacher’s evaluation will be based on achievement of student learning outcomes defined by teacher-created SMART Goal(s) that are aligned with both standardized and non-standardized measures. Teachers are required to develop **no more than two SMART goals** related to student academic growth and development. SMART Goals shall be developed using multiple measures and may include standardized and non-standardized measures. One half of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, which may be documented in a student growth portfolio including the state test for those teaching tested grades and subjects or another standardized measure for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized measure will select, through mutual

agreement, subject to the local dispute-resolution procedure an additional non-standardized measure.

1. **SMART GOAL based on standardized measures.** For those teaching tested grades and subjects, SMART goals will be developed based on an analysis of results over time of student achievement on the appropriate state test and/or other standardized assessments where available. If no standardized assessment is available, teachers will select, through mutual agreement, at least one additional non-standardized measure.
 - Teachers in non-tested grades and subjects may establish SMART goals based on student learning needs and measurable targets revealed in aggregate data from state tests or other standardized assessments where available and appropriate.
2. **SMART GOAL based on non-standardized measures.** For those teaching in non-tested grades and subjects and where no standardized assessment is available or appropriate, SMART goals will be developed using non-standardized measures. Sources for the development of SMART goals based on non-standardized measures may include:
 - Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
 - Other curricular benchmark assessments.
 - Student growth portfolios of examples of work in content areas, collected over time and reviewed annually. For teachers who choose to construct a profession learning portfolio at the time of the goal-setting conference, student growth portfolios will be included in the teacher's professional learning portfolio

SMART goals for all personnel must demonstrate alignment with school-wide student achievement priorities.

Goal Setting

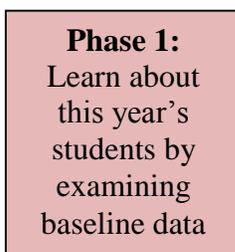
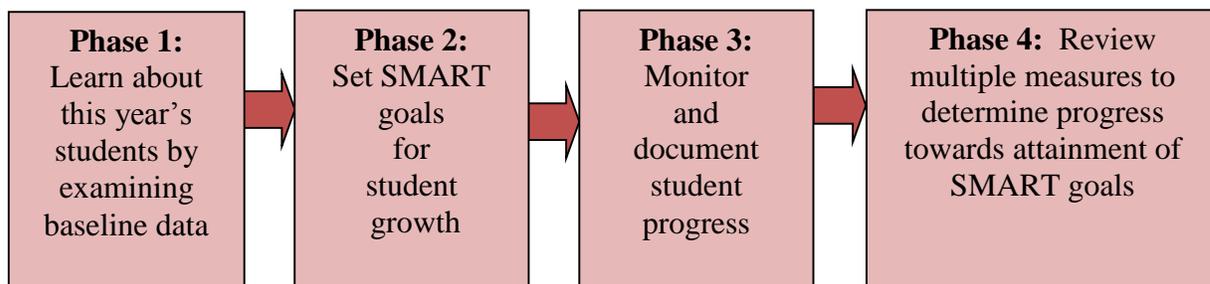
EASTCONN teachers' SMART goals address the learning needs of their students and are aligned to the teacher's assignment. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Teachers will write no more than two (2) SMART goals that will address targeted areas for student academic growth and/or achievement.

Each SMART goal will:

1. consider the academic record and social, emotional, and behavioral 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-à-vis relevant baseline data;
5. be aligned to state and national curriculum standards/frameworks;
6. be mutually agreed upon by teacher and their evaluator;
7. be fair, valid, reliable and useful to the greatest extent possible.

SMART Goals and Student Progress

The following diagram illustrates the processes involved in establishing and assessing SMART goals for student learning.



To write meaningful and relevant SMART goals that align to their teaching assignment and result from a thorough knowledge of their students, data analysis is required.

Examples of data that teachers will be required to analyze are:

- Student outcome data (academic)
- Behavior data (absences, referrals)
- Perceptual data (learning styles, results from interest inventories, anecdotal, etc.)

Teachers must be able to document baseline data that they have used to determine their instructional focus and be able to write SMART goals on which they will, in part, be evaluated.

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

Phase 2:
Set SMART goals
for student growth

Each SMART goal should make clear:

1. what evidence was or will be examined.
2. what level of growth is targeted.
3. strategies used to help students to reach learning targets.
4. what assessment(s)/indicator(s) will be used to measure the targeted level of growth.
5. what proportion of students is projected to achieve the targeted level of growth.

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

Teachers will submit their SMART goal(s) to their evaluator for review, mutual agreement and approval. The review and approval process of the SMART goal(s) will take place during the Goal-setting conference, on or before October 15.

Phase 3:
Monitor and
document
student
progress

Once SMART goal(s) are approved, teachers monitor students' progress toward achieving student learning SMART goal(s).

Teachers may monitor and document student progress through:

- Examination of student work.
- Administration of periodic formative assessments.
- Tracking of students' accomplishments and challenges.

Teachers may choose to share their findings from formative assessments with colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress. Artifacts related to the teacher's monitoring practices can be reviewed and discussed during the Mid-Year Formative Conference.

At the Mid-Year Formative Conference, evaluators and teachers will review progress toward the SMART goal(s) using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches teachers use. Teachers and evaluators may mutually agree to mid-year adjustments to SMART goal(s) for the purpose of accommodating significant changes in student population or teaching assignment.

Phase 4:

Review multiple measures to determine progress towards attainment of SMART goals

End-of-year review of SMART goals

End of Year Conference: The teacher shall collect evidence of student progress toward meeting the student learning goals/objectives, which may include student work and assessments collected in student growth portfolios. This evidence will reflect student progress over time toward meeting SMART goals for learning. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning goals/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, 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 each SMART goal: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

To arrive at a rating for teacher’s SMART goal(s), the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and score the attainment of the SMART goals holistically.

Exceeded (4)	Exceeded the measures for the SMART goal(s)
Met (3)	Met the measures for the SMART goal(s).
Partially Met (2)	Partially met the measures for the SMART goal(s).
Did Not Meet (1)	Did not meet the measures for the SMART goal(s).

Professional Learning for Teachers and Evaluators

Specific professional learning will be provided to develop evaluators’ and teachers’ data literacy and creation of the SMART goals by which teachers will be evaluated. The professional learning will support and/or enhance the abilities and skills of each teacher to communicate their goals for student learning outcomes and achievement. The content of the professional learning will include, but not be limited to:

- SMART Goal Criteria: Specific, Measurable, Attainable, Relevant, Time-Bound
- 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 SMART goals to school and/or district goals
- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SMART goals

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

TEACHER PERFORMANCE AND PRACTICE (40%)

Forty percent (40%) of a teacher's evaluation will be based on evidence of teacher practice and performance, using the *StEPP Continuum*.

The Standards for Educator Performance and Practice (StEPP) Continuum

The *Standards for Educator Performance and Practice (StEPP) Continuum*, the observation instrument for EASTCONN's Professional Learning and Evaluation Program, has been developed to align with Connecticut's Common Core of Teaching (CCT) and to reflect the content of its domains and indicators. The CCT has defined for Connecticut's educators key aspects of effective teaching, correlated with student learning and achievement, that have been evidenced in professional literature.

The *StEPP Continuum*, which observers will use in conducting teacher observations and reviews of practice, was developed by teams of educators (including teachers, building-level administrators, central office administrators, and professional staff developers), who reviewed the six domains and 46 indicators that comprise the CCT, relevant research on effective instructional practices that improve student learning and achievement, and other models for observation of professional teaching practice (Danielson, 2011; Marshall, 2011; Marzano, et al., 2011). The *StEPP Continuum* represents a distillation of each of these resources to essential elements, crucial to effective practice, which can be observed and applied in appraisals of teachers.

The *StEPP Continuum* addresses several principles that are essential components of effective teacher performance and practice. These principles are explicitly embedded in the *StEPP Continuum* as observable practices, and teachers and evaluators are required to reflect on these practices during pre- and post-observation conferences and self-evaluations. The overarching principles of the *StEPP Continuum* are:

- *Diversity* as enrichment of educational opportunities for all students;
- *Differentiation* as a necessity for success and equal opportunities for all students;
- *Purposeful use of technology* as a pathway to access to learning for all students;
- *Collaboration* as essential to producing high levels of learning for all students;
- *Data collection and analysis* as essential to informing effective planning, instruction, and assessment practices that enhance student learning;
- *Professional learning* as integral to improved student outcomes.

Key attributes of teacher performance and practice outlined in the CCT are reflected in the descriptors of the Indicators within the *StEPP Continuum*, so that evaluators and teachers may understand how these attributes apply in practice, observations, and evaluation. Teacher lesson plans and associated documentation, pre-observation, post-observation, and teacher self-reflection forms and related conversations, as well as non-classroom reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide rich data related to the CCT standards and the effectiveness of teachers' performance and practice.

In employing the CCT as its foundation, the *StEPP Continuum* maintains consistency with Connecticut's TEAM program of mentorship and professional learning of new teachers. TEAM's Performance Profiles, which also describe attributes of effective teaching practice along a continuum for each of its professional growth modules, apply the CCT indicators as the focus for new teacher reflection on their practice and development of differentiated professional growth plans. The *StEPP Continuum* and TEAM both rely on rich professional discussion about and reflection on professional practice to advance teacher effectiveness and student learning. Therefore, consistency between these two programs makes it possible for all educators to acquire common understandings and language about teaching and learning, with the intent of enriching collaboration, communication, and community to pave the way for school improvement and success for all students.

Teacher Focus Area Setting for Performance and Practice

In preparation for instructional planning and Goal-setting Conferences with evaluators, teachers will analyze their student data and use the *StEPP Continuum* to reflect on their own practices and their impact on student growth. Based on that reflection, teachers will develop a performance and practice focus area to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. *Teachers may draft their performance and practice focus areas for inclusion in a professional learning portfolio, in which data and evidence gathered related to SMART Goals, progress in professional practice focus areas, and strategies for improving outcomes are articulated and aligned.*

Teacher practice focus areas will not be evaluated, but should result in improvements in teacher knowledge and skills, which will be evidenced in observations of teacher performance and practice.

Data Gathering Process

EASTCONN evaluators will use the *StEPP Continuum* to guide data collection from three sources: teacher conferences, classroom observations, reviews of practice and artifacts and evidence aligned to specific Domains.

Over the course of the school year, evaluators will gather evidence for Indicators and Domains of the *StEPP Continuum* which will allow teachers to demonstrate: the context for their work; their ability to improve student learning and performance; their ability to engage in reflective practice to improve their own knowledge and skills; how they exercise leadership skills within their classrooms, schools and district.

Observation of Teacher Practice

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and

Data-Informed Observation of Teacher Performance and Practice (40%)		
SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Conferences	<p>Data related to all 5 Domains:</p> <ul style="list-style-type: none"> • Conversation and artifacts that reveal the teacher has an understanding of, content, students, strategies, and use of data • Teacher’s use of data to inform instruction, analyze student growth and set appropriate learning goals 	<ul style="list-style-type: none"> • Provides opportunities for teachers to demonstrate cause and effect thinking. • Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning • Provides context for observations and evaluation
In-class formal observations	<p>Data related to Domains 2-5:</p> <ul style="list-style-type: none"> • Teacher-student, student, student-student conversations, interactions, activities related to learning goals 	<ul style="list-style-type: none"> • Provides evidence of teacher’s ability to improve student learning and promote growth
Non-classroom reviews of practice	<p>Data related to all 5 Domains:</p> <ul style="list-style-type: none"> • Teacher reflection, as evidenced in pre- and post-conference data • Engagement in professional learning opportunities, involvement in action research. • Collaboration with colleagues • Teacher-family interactions • Ethical decisions 	<ul style="list-style-type: none"> • Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.

feedback from observation provides individual teachers with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. Annually, administrators will engage in professional learning opportunities, including online options and collaborative sessions, which will develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with teachers.

Evaluators and other instructional leaders use a combination of formal and informal, announced and unannounced observations to:

- gather evidence of and facilitate professional conversation regarding the quality of teacher practice;
- provide constructive oral and written feedback of observations that is timely and useful for educators;
- provide information for the on-going calibration of evaluators and evaluation practices in the district.

In addition to formal conferences for goal-setting and performance review and in-class formal observations, informal observations of teachers by evaluators will occur periodically. Observations are for the purpose of helping teachers to gain insights about their professional practice and its impact on student learning. Formal and informal observation of teachers is considered a normal part of the evaluator's job responsibilities.

More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a school as a whole. In addition to in-class observations, non-classroom reviews of practice will be conducted. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.

The Professional Learning and Evaluation Program also establishes opportunities for teachers to participate in informal, non-evaluative observations of teacher practice for the following purposes: to enhance awareness of teaching and learning practices in our schools; to create opportunities for problem-based professional learning projects and action research to improve student learning; and to enhance collaboration among teachers and administrators in advancing the vision and mission of their schools.

The table on the following page summarizes the frequency of observations of practice for teachers.

OBSERVATION FREQUENCY*

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
New EASTCONN Employees	3 formal observations	All must have pre-conferences and post-conferences.
	1 review of practice, with a mutually agreed upon area of practice	Feedback will be verbal and/or written.
	Informal observation(s) as appropriate	
All Beginning Teachers that have not completed TEAM or new to a position.	3 formal observations	All must have pre-conferences and post-conferences.
	1 review of practice, on a mutually agreed upon area of practice	Feedback will be verbal and/or written.
	Informal observation(s) as appropriate	
All Teachers who have completed 2 or more years of service and designated Effective or Exemplary in the prior year's summative evaluation	1 formal observation	All must have pre-conference and post-conferences.
	2 reviews of practice, on a mutually agreed upon area of practice	Feedback will be verbal and/or written.
	Informal observation(s) as appropriate	
Teachers who have completed 2 or more years and designated as Below Standard and/or Developing (Participation in Professional Assistance Support System)	3 formal observations	All must have pre and post-conferences.
	2 reviews of practice, with a mutually agreed upon area of practice	Feedback for review of practice will be verbal and/or written.
	Informal observations as appropriate	Feedback will be verbal and/or written.

**** District has the right to place an employee hired on or after February 1 within an appropriate observation frequency cycle.***

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for Indicators within each of the Domains 2-6, evaluators will use the *StEPP Continuum* to initially assign ratings of Below Standard, Developing, Effective or Exemplary. **Ratings will be made at the Domain level only.**

Once Domain ratings have been assigned, evaluators will use *the Rating Guidelines for Observation of Teacher Performance and Practice* to assign a rating for Teacher Performance and Practice (40%).

Ratings Guidelines for Observation of Teacher Performance and Practice	
Rating	Criteria
Exemplary	Minimum of three exemplary ratings at the domain level and no ratings below effective
Effective	Minimum of three effective ratings at the domain level and no rating of below standard
Developing	Minimum of 2 effective rating at the domain level and not more than one rating below standard
Below Standard	Two or more ratings at the domain level below standard

Evaluator Professional Learning and Proficiency

The Domains and Indicators of the *StEPP Continuum* guide formal observations of classroom practice. Evaluators participate in extensive professional learning and are required to be Effective in the use of the *StEPP Continuum* for educator evaluation. Professional learning is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the *StEPP* in observations and evaluation. Formal observations include pre- and post-conferences 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 professional learning and successfully complete proficiency and calibration activities as needed. Evaluators will also attend two additional support sessions during the school year. To ensure consistency and fairness in

the evaluation process, all evaluators must meet the proficiency standard prior to conducting teacher observations. Components will include the following:

1. face-to-face professional learning that will focus on using the *StEPP Continuum* for data collection, analysis and evaluation;
2. practice to be completed independently or as a collaborative learning activity at the school or district level;
3. calibration activities requiring evaluators to demonstrate their ability to: recognize bias; identify evidence from classroom observations, conferences and non-classroom reviews of practice that is appropriate to specific *StEPP Continuum* Indicators and Domains; gather and analyze a comprehensive set of data to assign appropriate ratings at the Domain level;
4. follow-up face-to-face professional learning to enhance evaluator conferencing and feedback skills and debrief on calibration as needed.

Evaluators will also participate in two support sessions during the school year:

1. Facilitated conversation in preparation for Mid-Year Formative Conferences
2. Facilitated conversation in preparation for End of Year Conferences

All evaluators new to EASTCONN will be required to participate in the professional learning, proficiency and support sessions described above.

All EASTCONN evaluators will be required to demonstrate proficiency in the use of the *StEPP Continuum* for educator evaluation. 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. Evaluators will be required to calibrate their ability to appropriately apply the *StEPP Continuum* by participating in district update/calibration sessions.

PARENT FEEDBACK (10%)

Ten percent (10%) of a teacher's evaluation shall be based on parent feedback, including data from surveys and may also include focus group data.

EASTCONN schools strive to meet the needs of all of the students all of the time. To gain insight into what parents perceive about our ability to accomplish this, a school-wide

parent survey will be used. The survey instrument to be used was developed by Victoria Bernhardt, *Education for the Future*, Executive Director. The 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 EASTCONN School Governance Councils will be consulted regarding the use of the appropriate survey tool.

Using an *Education for the Future* Parent Survey, administered on-line and that allows for anonymous responses, all EASTCONN schools will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered once every Spring. Teachers will use the Spring survey data as baseline data for the following academic year. Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and result in one school-wide goal to which all certified staff will be held accountable.

Once the school determines the school-wide parent feedback goal, teachers will identify the strategies they will implement to achieve the school-wide goal.

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.

WHOLE-SCHOOL STUDENT LEARNING INDICATORS (5%)

Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators derived from the school administrator's rating on their two SMART goals (Administrator's 45%).

EASTCONN schools will define and communicate a Whole School Learning Indicator that is based on the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating. (Administrator's 45%)

Teachers' efforts and actions 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 bring artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator.

Teachers' rating in this area will be determined by the administrator's performance rating on multiple student learning indicators that comprise 45% of an administrator's evaluation.

SUMMATIVE TEACHER EVALUATION RATING

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

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

Exemplary ratings are reserved for performance that significantly exceeds effectiveness and could serve as a model for teachers district-wide or even statewide.

Effective ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

Developing ratings indicate performance that has met a level of effectiveness in some indicators of performance but not others. Improvement is necessary and expected.

Below standard ratings indicates performance that has been determined to be below Effective on all components or unacceptably low on one or more indicators.

Determining Summative Ratings

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

A. TEACHER PRACTICE RATING: Teacher Performance & Practice (40%) + Parent Feedback (10%) = 50%

The practice rating derives from a teacher's performance on the five domains of the *StEPP Continuum* and the parent feedback target. Evaluators record a rating for the domains that generates an overall rating for teacher practice. The Parent Feedback rating is combined with the Teacher Practice rating and the evaluator uses the matrix to determine an overall Teacher Performance & Practice Rating.

B. TEACHER OUTCOMES RATING: Student Growth and Development (45%) + Whole-School Student Learning Indicators (5%) = 50%

The outcomes rating derives from the student outcome & achievement measures (SMART goals) and whole-school learning indicators outcomes. As shown in the Summative Rating Form, evaluators record a rating for the SMART goals agreed to in the beginning of the year. The Whole-School Student Learning Indicator Rating is combined with the SMART goals rating and the evaluator uses the matrix to determine an overall Outcomes Rating.

C. FINAL SUMMATIVE RATING: Teacher Practice Rating (50%) + Teacher Outcomes Rating (50%) = 100%

The Summative rating combines the practice and outcomes ratings using the matrix below. If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

If upon re-examination of the data, the ratings do not change, the evaluator will use the Matrix to determine the rating.

In accordance with The CT Guidelines for Educator Evaluation, EASTCONN's Professional Learning and Evaluation Plan employs a 4-level matrix rating system, as follows:

<i>Teacher Practice Rating</i>					
		<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>	<i>Below Standard</i>
<i>Teacher Outcomes Rating</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>
	<i>Effective</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>
	<i>Developing</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Below Standard</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>	<i>Below Standard</i>

1. Annual summative evaluations must provide each teacher with a summative rating aligned to one of four performance evaluation designations: Exemplary, Effective, Developing and Below Standard.
2. In order to determine summative rating designations for each teacher, EASTCONN evaluators will:
 - A. Rate teacher performance in each of the four Categories:
 1. Student Growth and Development;
 2. Observations of Teacher Performance and Practice;
 3. Parent Feedback, and
 4. Whole-School Student Learning Indicators.
 - B. Combine the Student Growth and Development and Whole-School Student Learning Indicator rating into a single rating, taking into account their relative weights. This will represent an overall “**Outcomes Rating**” of Exemplary, Effective, Developing, or Below Standard.
 - C. Combine the Observations of Teacher Performance and Practice rating and the Parent Feedback rating into a single rating, taking into account their relative weights; this will represent an overall “**Practice Rating**” of Exemplary, Effective, 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, Effective, Developing, or Below Standard**.

Primary And Complementary Evaluators

The primary evaluator for most teachers will be the school principal, assistant principal or Central Office Administrator who will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators **MUST** do at least one formal observation of those teachers working with Complementary Evaluators and will have sole responsibility for assigning final summative ratings and must achieve proficiency on the professional learning modules provided.

Complementary evaluators are certified teachers who have received 2 consecutive years of Exemplary summative ratings. 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 collaborating with teachers to develop smart goals, conducting observations, collecting additional evidence, reviewing

student learning data and providing additional feedback. A complementary evaluator should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Definition Of Teacher Effectiveness And Ineffectiveness

Teacher effectiveness will be based upon a pattern of summative teacher ratings collected over time. In order to be deemed effective, teachers will need to have a summative rating of Effective or Exemplary. Teachers are required to be effective within two years of being evaluated using this plan. Teachers who are not deemed effective by these criteria will be deemed ineffective.

Any teacher having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan. EASTCONN uses a 3-tiered approach for teacher support. **(See description of Teacher Professional Assistance and Support System that follows.)**

TEACHER PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM

Teachers who receive a summative evaluation rating of Developing or Below Standard will be notified in writing at a conference. Teachers will collaborate with their evaluator (or designee) in the development of a support plan. The Teacher may choose to involve their local association president (or designee). The plan will be created prior to the conclusion of the school year. The process will identify areas of improvement needed and will include supports that EASTCONN will provide to address the performance areas identified as in need of improvement

The plan must include the following components:

1. *Areas of Improvement*: Identify area(s) of needed improvement
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area(s) needing improvement.
3. *Domain*: List domain rated “developing” or “below standard.”
4. *Indicators for Effective Teaching*: Identify exemplary practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies that the teacher can implement to show improvement in any domain rated “developing” or “below standard.”
6. *Tasks to Complete*: Specific tasks the Teacher will complete that will improve performance in the domain.
7. *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.
8. *Evidence of Progress*: How the teacher will show progress towards effective/exemplary in identified domain(s) through observations, data, evidence, etc.
9. *Determination of Effectiveness*: Assessment of effective rating at the end of the action plan.

IMPROVEMENT AND REMEDIATION PLAN (60 DAYS)

The Improvement and Remediation Plan is a further 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. Based on a determination by the appropriate

administrator, the administrator and/or 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. The evaluator will provide consistent supervision and monitoring as outlined in the plan.

At the end of the remediation period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that teacher to a normal plan phase. If the teacher demonstrates he/she is not *Effective*, the evaluator will have the option of either moving the Teacher into an Intensive Intervention Plan (30 School days) or recommend termination of employment to the Superintendent/Board of Education. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

INTENSIVE INTERVENTION PLAN (30 DAYS)

The Intensive Intervention Plan is the final attempt and is implemented after the Improvement and Remediation Plan to provide the supports necessary to meet the requirements of the position. The teacher, evaluator, and/or 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. 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 *Effective* or better, the evaluator will designate placement of that teacher on the normal plan phase. If the teacher's performance is below *Effective*, the administrator 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 Executive Director 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.

ADMINISTRATOR EVALUATION PLAN

OVERVIEW

EASTCONN's Administrator Evaluation Plan means to develop a shared understanding of leader effectiveness. EASTCONN's administrator evaluation and support plan defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

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

- Meeting performance expectations as an instructional leader
- Meeting performance expectations in at least 2 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting and making progress on 2 locally developed SMART goals aligned to school and district priorities
- Having more than 75% of teachers effective on the student growth portion of their evaluation

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

COMPONENTS OF THE ADMINISTRATOR EVALUATION PLAN

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

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 use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning) for principals will be weighted twice as much as** any other Performance Expectation. The other Performance Expectations must have a weighting of at least 5% of the overall evaluation.

These weightings will be consistent for all principals. For assistant principals and other 092 certificate holders in administrative roles, the six Performance Expectations are weighted equally.

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

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

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

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which administrators are meeting each Performance Expectation. Evaluators and administrators will review performance and complete evaluation at the Performance Expectation level, **NOT** at the Element level. Additionally, it is important to document an administrator's performance on each Performance Expectation 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.

Assessing the practice of administrators other than principals and assistant principals

For other EASTCONN administrators in non-school roles, administrator practice will be assessed based upon ratings from evidence collected directly from the Connecticut School Leadership Standards. The leader evaluation rubric will be used in situations where it is applicable to the role of the administrator.

Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the administrator's leadership practice across the six

performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

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

1. 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 observations for any principal and will conduct at least four school site observations for principals who are new to the district, school, the profession, or who have received ratings of *developing* or *below standard*.** Evaluators of assistant principals will conduct at least four observations of the practice of assistant principals. Evaluators of other EASTCONN administrators will conduct at least two observations and/or reviews of practice.
2. The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference by January 30 with a focused discussion of progress toward effectiveness in the focus areas identified as needing development.
3. 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.
4. 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, effective, developing, or below standard for each performance expectation. 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.

Professional Learning Programs

During the spring of each year, EASTCONN will provide a series of sessions 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 an “Effective” administrator. Additional sessions will be provided throughout the academic year that will provide EASTCONN administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Program.

In each academic year by August 1, EASTCONN will provide all evaluators of administrators with professional learning focused on the administrator evaluation system.

- Professional learning will provide an in-depth overview and orientation of the plan including:
 - The 4 components that are part of the plan,
 - the process and timeline for plan implementation,
 - the process for arriving at a summative evaluation, and
 - introduction to the data management system, My Learning Plan
 - using the Leadership Practice Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator effectiveness.
- Professional learning will be provided on the 45% and the 10% including the development of appropriate SMART Goals, use of survey data, and expectations for evidence and artifacts that support the goals
- Professional learning will be provided to all evaluators in conducting effective observations and providing high-quality feedback.

Principals:

Leadership Practice Matrix (40%)

Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)
<i>Exemplary</i> on Teaching and Learning	At least <i>Effective</i> on Teaching and Learning	At least <i>Developing</i> on Teaching and Learning	<i>Below Standard</i> on Teaching and Learning
<i>Exemplary</i> on at least 2 other performance expectations	At least <i>Effective</i> on at least 3 other performance expectations	At least <i>Developing</i> on at least 3 other performance expectations	or
No rating below <i>Effective</i> on any performance expectation	No rating below <i>Developing</i> on any		<i>Below Standard</i> on at least 3 other performance expectations

Assistant Principals and Other Administrators:

Leadership Practice Matrix (40%)

Exemplary	Effective	Developing	Below Standard
<i>Exemplary</i> on at least 3 performance expectations	At least <i>Effective</i> on at least 4 performance expectations	At least <i>Developing</i> on 4 performance expectations	<i>Below Standard</i> on 3 performance expectations
No rating below <i>Effective</i> on any performance expectation	No rating below <i>Developing</i> on any performance		

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' effectiveness, 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.).

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 allows for anonymous responses. All EASTCONN administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered once every Spring. Administrators will use the Spring survey data as baseline data for the following academic year.

Once the administrator has determined the stakeholder feedback goal, 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 role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations

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

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. In the spring, 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)	Effective (3)	Developing (2)	Below Standard (1)
Exceeded target	Met target	Made progress but did not meet target	Made little or no progress against target

SMART GOALS (45%)

Student learning is assessed in equal weight by performance and growth on two locally-determined measures, (SMART goals). Each of the SMART goals will have a weight of 22.5% and together they will account for 45% of the administrator’s evaluation.

Locally-Determined Measures: Smart Goals

Administrators establish two SMART goals on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level or an administrators’ assignment, EASTCONN will use research-based learning standards appropriate for that administrators’ assignment (i.e., Standards for Professional Learning, American School Counselors Association, etc.).
- For administrators in high school, one measure will include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

- For administrators assigned to a school in “review” or “turnaround” status, indicators will align with the performance targets set out in the school’s mandated Improvement Plan.

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

- Student growth or growth on district-adopted assessments (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.

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

1. Establish student learning priorities for a given school year based on available data.
2. The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
3. The principal chooses student learning priorities for her/his own evaluation that are (a) aligned to EASTCONN priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
4. The principal chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
5. The principal shares the SMART goals with her/his evaluator, informing a conversation designed to ensure that:
 - The SMART goals are attainable.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established SMART goals.

- The SMART goals are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
6. The administrator being evaluated and the evaluator collect interim data on the SMART goals 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 using the EASTCONN Administrator Evaluation Summative Rating Form.

To arrive at an overall student learning rating, the ratings for the two locally-determined ratings are plotted on the following matrix:

		SMART GOAL 2 (22.5%)			
		Exemplary	Effective	Developing	Below Standard
SMART GOAL 1 (22.5%)	Exemplary	Exemplary	Exemplary	Effective	Developing
	Effective	Exemplary	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

TEACHER EFFECTIVENESS (5%)

Teacher effectiveness – as measured by an aggregation of teachers’ SMART goals – is 5% of an administrator’s evaluation.

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

As part of EASTCONN’s teacher evaluation plan, teachers are assessed in part on their accomplishment of their SMART goals. This is the basis for assessing principals’ contribution to teacher effectiveness outcomes.

Exemplary	Effective	Developing	Below Standard
>85% of teachers are rated <i>effective</i> or <i>exemplary</i> on the student growth portion of their evaluation	>75% of teachers are rated <i>effective</i> or <i>exemplary</i> on the student growth portion of their evaluation	>60% of teachers are rated <i>effective</i> or <i>exemplary</i> on the student growth portion of their evaluation	<60% of teachers are rated <i>effective</i> or <i>exemplary</i> 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. The following pages explain the annual cycle that administrators and evaluators will follow.

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, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Conference, 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
Orientation and context setting	Goal setting and plan development	Mid-year formative conference	Self-assessment	Preliminary summative rating to be finalized in August

Step 1: Orientation and Context-Setting by July 30

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 by August 15

Before a school year starts, administrators will:

1. identify two SMART goals,
2. identify one stakeholder feedback target, and then
3. identify the two specific areas of focus for their practice ***that will help them accomplish*** their SMART goals and their stakeholder feedback target, choosing from among the elements of the Connecticut School Leadership Standards.

Administrators will identify these two specific focus areas of growth in order to facilitate a professional conversation about their leadership practice with their evaluator. What is critical is that the administrator can connect improvement in the practice focus areas to the growth in the SMART goals and the stakeholder feedback target, 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 learning 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 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 at two- to three-month intervals. **A note on the frequency of school site observations:**

- two observations for each principal.

- four observations for assistant principals and for any administrator new to EASTCONN, or who has received ratings of *developing* or *below standard*.

Step 3: Mid-Year Formative Conference

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. In preparation for meeting:

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

Step 4: Self-Assessment

By May 30, the administrator being evaluated completes a self-assessment on his/her practice on all 18 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 effective on this element; or
- Can empower others to be effective on this element.

The administrator being evaluated will also review his/her focus areas and determine if s/he considers him/herself on track or not. The administrator being evaluated submits his/her self-assessment to his/her evaluator.

Step 5: Summative Review and Rating

The administrator being evaluated and the evaluator meet by May 30 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, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (*see next section for rating methodology*).

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

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

SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

4. **Exemplary:** Exceeding indicators of performance
- 3 **Effective:** Meeting indicators of performance
- 2 **Developing:** Meeting some indicators of performance but not others
1. **Below standard:** Not meeting indicators of performance

Effective represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, effective administrators can be characterized as:

- Meeting performance expectations as an instructional leader
- Meeting performance expectations in at least 2 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting and making progress on 2 SMART goals aligned to school and district priorities
- Having more than 75% of teachers effective on the student growth portion of their evaluation

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

Exemplary ratings are reserved for performance that significantly exceeds effective 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 effectiveness in some components but not others. Improvement is necessary and expected. Two consecutive years at the *developing* level is, for an experienced administrator, a cause for concern.

A rating of *below standard* indicates performance that is below effective 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 an administrator practice rating, (b) determining an administrator outcomes rating and (c) combining the two into an overall rating.

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

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. As shown in the Summative Rating Form, evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. The Stakeholder Feedback rating is combined with the Leadership Practice rating and the evaluator uses the matrix to determine an overall Practice Rating.

B. ADMINISTRATOR OUTCOMES RATING: SMART goals (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating derives from the two SMART goals and the teacher effectiveness outcomes. The Teacher Effectiveness rating is combined with the SMART goals rating and the evaluator uses the matrix to determine an overall Outcomes Rating.

C. FINAL SUMMATIVE: Practice (50%) + Outcomes (50%) = 100%

The Summative rating combines the practice and outcomes ratings using the matrix below. If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Administrator Practice and a rating of below standard for Administrator Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

If upon re-examination of the data, the ratings do not change, the evaluator will use the Matrix to determine the rating.

<i>Administrator Practice Rating</i>					
		<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>	<i>Below Standard</i>
<i>Administrator Outcomes Rating</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>
	<i>Effective</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>
	<i>Developing</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Below Standard</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>	<i>Below Standard</i>

Definition Of Administrator Effectiveness And Ineffectiveness

Administrator effectiveness will be based upon a pattern of summative administrator ratings collected over time. In order to be deemed effective, administrators will need to have a summative rating of Effective or Exemplary. Administrators are required to be effective within two years of being evaluated using this plan.

Any administrator having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan. **(See description of Professional Assistance and Support System that follows.)**

ADMINISTRATOR PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM

Administrators who receive a summative evaluation rating of Developing or Below Standard will be notified in writing at a conference. Administrators will collaborate with his/her evaluator (or designated Administrator Performance Remediation Plan Developer) to develop a plan. The plan will be created within 30 days following completion of the summative evaluation rating. The process will identify areas of improvement needed and will include supports that EASTCONN will provide to address the performance areas identified as in need of improvement.

The plan must include the following components:

1. *Areas of Improvement*: Identify area(s) of needed improvement
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Domain*: List domain rated “developing” or “below standard.”
4. *Improvement Strategies to be Implemented*: Provide strategies that the administrator can implement to show improvement in any domain rated “developing” or “below standard.”
5. *Tasks to Complete*: Specific tasks the administrator will complete that will improve performance within the domain.
6. *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. .
7. *Evidence of Progress*: How the administrator will show progress towards effective/exemplary in identified domain(s) through observations, data, evidence, etc.
8. *Determination for Effectiveness*: Assessment of effective rating at the end of the action plan.

IMPROVEMENT AND REMEDIATION PLAN (60 DAYS)

The Improvement and Remediation Plan is a further step in the attempt to provide an administrator 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 leadership. Based on a determination by the appropriate evaluator, the evaluator will help the administrator outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or administrator may

draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The Evaluator will provide consistent supervision and monitoring as outlined in the plan.

At the end of the remediation period, the evaluator will issue a recommendation. If the administrator demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that administrator to a normal plan phase. If the administrator demonstrates he/she is not *Effective* the evaluator will have the option of moving the administrator into a 30 School day intensive intervention plan or recommend termination of employment to the Superintendent/Board of Education. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the administrator's personnel file.

INTENSIVE INTERVENTION PLAN (30 DAYS)

The Intensive Intervention Plan is the final attempt and is implemented after the Improvement and Remediation Plan to provide the supports necessary to meet the requirements of the position. The evaluator, and/or another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The evaluator and/or the administrator may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. 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 administrator demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that administrator on the normal plan phase. If the administrator's performance is below *Effective*, the evaluator will recommend termination of that administrator's employment to the superintendent.

Resolution of Differences

Should an administrator 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 administrator 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. In the event that the administrator and evaluator are unable to resolve their

differences, they can submit the matter to the appropriate division director or Executive Director 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.

STUDENT SUPPORT SPECIALIST EVALUATION PLAN

OVERVIEW

EASTCONN's Professional Learning and Evaluation Plan provides both the structure and flexibility required to guide education specialists and evaluators in understanding their roles in enhancing student learning and assessing their professional practices. The goal of the Student Support Specialist Evaluation Plan is to support these specialists in their professional growth toward the aim of improved student outcomes.

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

Goals of the Student Support Specialist Professional Learning and Evaluation Plan:

- Improve learner outcomes through meaningful evaluation of practice of education specialists, aligned with professional learning.
- Improve school-wide (or EASTCONN agency-wide) learning goal outcomes through effective collaboration among educators.
- Improve the quality of instruction by ensuring accountability for learner outcomes and student support specialist effectiveness.
- Provide professional assistance and support for student support specialists when and where necessary.

Who are Student Support Specialists?

Student Support Specialists include non-teaching, non-administrative education professionals who provide a variety of services to students, teachers, and parents. Specialists include counselors, nurses, library/media specialists, school psychologists, social workers, and others with specialized training who offer a broad range of services. EASTCONN's student support specialists may be located exclusively within a single school or district, or they may provide services to a number of schools or districts.

Student Support Specialist Position Categories:

- Pupil Personnel services: school counselors, school nurses, 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 Student Support Specialists?

EASTCONN administrators and directors are responsible for Student Support Specialists evaluations, including, but not limited to, personnel in the following categories:

Administrators and Program Directors of EASTCONN schools and programs

- Nurses
- Social Workers
- Guidance Counselors
- Speech and Language Pathologists
- Occupational Therapists
- Physical Therapists
- Assistive Technology specialists
- Related Services Personnel
- Psychologists

Performance Standards

It is expected that student support specialists and their evaluators will be knowledgeable about the appropriate professional standards in evaluation and assessment of performance. Those standards form the basis for goal-setting, assessment of professional practice, and alignment of professional learning opportunities with the needs of student support specialists. In observations of practice, evaluators will use the domains and indicators outlined in the Common Core of Teaching Rubric for Effective Teaching: Student and Educator Support Specialists (CCT-SESS) as appropriate.

Links to Professional Standards Documents:

Links to standards and other informational documents related to the professional practice requirements of student support specialists are provided as reference for specialists and evaluators:

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](http://www.apta.org/uploadedFiles/APTAorg/About%20Us/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](http://www.pediatricapta.org/pdfs/References%20for%20SB%20SIG1%2023.pdf)

STUDENT SUPPORT SPECIALIST EVALUATION PROCESS

The process for the evaluation of student support specialists is consistent with that of EASTCONN's teacher and administrative evaluation processes, and includes the following characteristics:

- a focus on the relationship between professional performance and its impact on educational outcomes;
- evaluation of student support specialist performance based on analysis of data from multiple sources;
- observations and reviews of practice that promote professional growth,
- a support system for providing assistance when needed

The Student Support Specialist Evaluation Plan is differentiated to address differences in the roles and responsibilities between those specialists who are based in schools and districts and those who provide services to a range of customers and districts. Some of the processes and components for the two categories of specialists are differentiated, as follows:

The annual evaluation process for a student support specialist will at least include, but not be limited to, the following steps, in order:

1. Orientation (by September 15):

- To begin the annual evaluation process, evaluators meet with specialists, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:
 - a. The CCT-SESS
 - b. School, district or EASTCONN agency priorities that should be reflected in specialists' performance and practice goals.
 - c. SMART goal(s) related to learner needs.
 - d. Data regarding whole-school indicators of student learning (for specialists assigned to schools) or data related to Results-Based Accountability questions (for specialists responsible for providing agency services to a range of customers)
 - e. Self-assessment processes and purposes.
 - f. Data collection, including types of data and processes for collection and analysis.

- g. Access to the online evaluation system (My Learning Plan-OASYS)

2. Goal-setting Conference (by October 15):

- *Student Support Specialist Reflection*: In advance of the Goal Setting Conference, the specialist will examine data related to current students' needs and performance data (including, but not limited to: data from various criterion- and norm-referenced assessments, IEPs, 504s, etc.), prior year evaluation and survey results, previous professional learning goals, and the professional standards for their area of practice and CCT-SESS. The specialists will draft the following goals, specific to their assignments:
 - a) **No more than 2 SMART goals** to address student growth and development objectives for those specialists with student caseloads, which will comprise 45% of their evaluation, and which may be included in student growth portfolios of assessments demonstrating progress over time;
 - b) one professional practice focus area, based on data from student support specialist reflection and evaluator observations, which will comprise 40% of their evaluation. Specialists may draft their focus areas for inclusion in a professional learning portfolio, in which data and evidence gathered related to SMART Goals, progress in professional practice focus areas, and strategies for improving outcomes are articulated and aligned.
 - b)c) **one focus area with strategies for improving outcomes based on data from parent or focus group feedback**, determined by the school administrator, for which specialists will indicate their strategies for achieving this school-wide goal, which will comprise 10% of their evaluation; and
 - e)d) **one focus area based on whole school indicators of student learning as identified in their administrator's evaluation plan** for the school year, which will comprise 5% of their evaluation. The student support specialist may collaborate with other educators or teams to support the process.
- **Goal-setting conference** – No later than October 15 of the school year, the evaluator and the student support specialist will meet to discuss the specialist's proposed goals in order to arrive at mutual agreement about them. The goals for

the year must be informed by data and evidence collected by the specialist **and** evaluator about the specialist’s practice. The evaluator collects evidence about specialist practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Examples of data that may be included in the goal-setting conference:

Student Support Specialist	Evaluator
<ul style="list-style-type: none"> • Specialist Products or Artifacts • Data on Learning or Achievement of Learners • Lesson, intervention, treatment, or customer action plans and records • Artifacts from work of Learners • Client Communication Logs • Data Team Minutes • Journals/notes documenting reflections on practice • Schedule of meetings/conferences • Survey Data 	<ul style="list-style-type: none"> • Data from multiple sources based on the education specialist’s role • School- , District- or Agency-Level Data • Observation/review of practice data based on CCT- SESS and professional standards documents

3. Observations of practice (see Observation Schedule)

Evaluators will observe specialists’ practice using a combination of formal and informal observations/reviews of practice throughout the school year, with the frequency schedule based on the specialist’s previous year’s summative evaluation rating, where available.

4. Evidence collection and review (throughout school year)

The student support specialist collects evidence about his/her practice and outcomes related to the SMART goal(s) that are relevant to the agreed-upon professional goals. The evaluator also collects evidence about specialist’s practice for discussion in the Mid-Year Formative conference and summative review. Both the student growth data and evidence regarding specialists’ professional practice may be collected in a professional growth portfolio.

5. Mid-Year Formative Conference

The evaluator and specialist will hold a mid-year formative conference. The conference should focus on the progress toward meeting the goals established in the goal-setting conference. Both the specialist and the evaluator will bring evidence about practice, learning and/or outcomes data to be reviewed at this conference. During this conference, the specialist and evaluator will discuss the cause and effect relationship of practice to outcomes data, e.g. – how practice positively impacted student achievement, how practice affected agency-related outcomes. If necessary, specialists and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goal(s) to accommodate changes (e.g., student populations, assignment). They also discuss actions that the specialist can take and support the evaluator can provide to promote the specialist's growth in his/her development areas.

6. End-of-year summative review

- *Student Support Specialist self-assessment*: The specialist reviews and reflects on all information and data collected during the year related to the goals and focus areas identified by the specialist and completes a self-assessment and reflection for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference and mid-year formative conference.
- *End-of-year conference*: The evaluator and the student support specialist meet to discuss all evidence collected to date. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.
- *Summative Rating*: The evaluator reviews submitted evidence, self-assessments, and observation data to generate category ratings. The category ratings are combined to determine the final, summative rating.

COMPONENTS OF STUDENT SUPPORT SPECIALIST EVALUATION

STUDENT GROWTH AND DEVELOPMENT (45%)

No more than **two SMART goals** addressing student growth will comprise 45% of the student support specialist summative evaluation.

As per the Guidelines, because of the unique nature of the roles fulfilled by Student Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:

Districts shall be granted flexibility in using Indicators of Academic Growth and Development to measure attainment of goals and/or objectives for student growth. The Goal-setting conference for identifying the IAGD shall include the following steps:

- The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
- The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
- The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (i.e. high absenteeism, highly mobile population in school).
- The educator and evaluator will identify the learning standard to measure: the assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

Forty-five percent (45%) of a specialist's evaluation will be based on attainment of agreed upon measures of student outcomes defined by the SMART Goal(s) that are aligned to multiple measures of student growth. Student support specialists are required to develop no more than **two SMART goals** related to the growth and development of students assigned to their caseloads.

Sources for the development of SMART goals may include:

- Norm or criterion-referenced assessments

- Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
- Other curricular benchmark assessments.
- Student growth portfolios that include examples of work in content areas
- Other indicators of student growth as appropriate to the specialist's role

Goal Setting

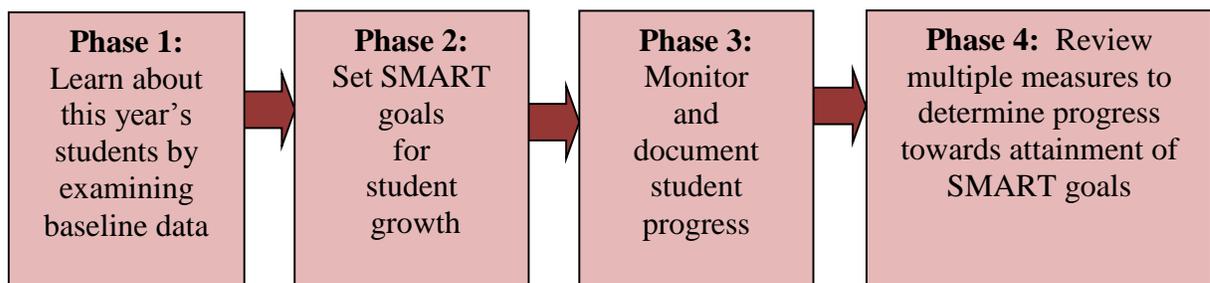
EASTCONN student support specialist's SMART goal(s) address the needs of their students and are aligned to the specialist's assignment and, where applicable, to IEP goals and objectives. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Student support specialists will write no more than two (2) SMART goals that will address targeted areas for student growth and/or achievement.

Each SMART goal will:

1. consider the academic records and overall needs and strengths of the students assigned to the education specialist that year/semester;
2. address the most important purposes of a specialist's assignment through self-reflection;
3. align with school, district, and state student achievement objectives;
4. take into account students' needs upon analysis of relevant baseline data;
5. consider Public School Information System (PSIS) factors.
6. be mutually agreed upon by the specialist and their evaluator;
7. be fair, valid, reliable and useful to the greatest extent possible.

SMART Goals and Student Progress

The following diagram illustrates the processes involved in establishing and assessing SMART goals for student learning.



Phase 1:
Learn about
this year's
students by
examining
baseline data

To write meaningful and relevant SMART goals that align to the specialist's assignment and result from a thorough knowledge of their students, data analysis is required.

Examples of data that specialists will be required to analyze are:

- Student outcome data (academic, IEPs, 504s, etc.)
- Behavior data (absences, referrals, IEPs, 504s, etc.)
- Program data (interventions, participation in programs, etc.)
- Perceptual data (learning inventories, anecdotal)

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

Phase 2:
Set SMART goals
for
student
growth

Each SMART goal should make clear (1) what evidence was or will be examined, (2) what level of growth is targeted, and (3) what proportion of students is projected to achieve the targeted growth level. It is through the Phase I examination of student data that specialists will determine what level of growth to target for which students.

Student support specialists will submit their SMART goal(s) to their evaluator for review, mutual agreement and approval. The review and approval process of the SMART goals will take place during the Goal-Setting conference.

Phase 3:
Monitor and
document
student
progress

Once SMART goal(s) are approved, specialists monitor students' progress as it impacts attainment of the SMART goal(s). Specialists and evaluators may mutually agree to mid-year adjustments to SMART goal(s) to accommodate changes (e.g., student populations, assignment).

Mid-Year Formative Conference

The Mid-Year Formative Conference will take place by February 15 of the academic year. Student support specialists will review progress toward the goals/objectives during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches specialists use.

Phase 4:
Review multiple measures to
determine progress towards
attainment of SMART goals

End-of-year review of SMART goals

The specialist will collect evidence of student progress toward meeting the SMART Goal(s). The evidence will be submitted to the evaluator, and the specialist and evaluator will discuss the extent to which the specialist met their SMART Goal(s). Following the conference, the evaluator will rate the SMART Goal(s) using the 4 performance level designations shown in the table below.

Exceeded (4)	Exceeded SMART goal(s)
Met (3)	Met the SMART goal(s).
Partially Met (2)	Did not meet the SMART goal(s).
Did Not Meet (1)	Did not meet the SMART goals.

To arrive at a rating for the SMART goal(s), the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and rate the attainment of the SMART goal(s) holistically.

Professional Learning for Student Support Specialists and Evaluators

Professional learning will be provided to develop evaluators’ and specialist’s data literacy and development of the SMART goal(s) by which specialists will be evaluated. Professional learning will support and/or enhance the abilities and skills of each specialist to communicate their goals for students. The content of the professional learning 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;
- SMART Goal Criteria: Specific, Measurable, Attainable, Relevant, Time-Bound;
- Quality of measures and indicators used to determine student growth;
- Alignment of SMART goal(s) to school and/or district goals;
- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SMART goal(s).

Should additional professional learning be needed, it will be decided on a case-by-case basis at the school or individual level.

PROFESSIONAL PRACTICE (40%)

A professional practice focus area based on data from the student support specialist’s reflection and evaluator’s observations, where available, will comprise 40% of their evaluation.

The CCT has defined for Connecticut’s educators key aspects of effective teaching, correlated with student learning and achievement, which have been evidenced in professional literature. Key attributes of student support specialist performance and practice outlined in the CCT are reflected in the descriptors of the Indicators within the *CCT-SESS* so that evaluators and specialists may understand how these attributes apply in practice, observations, and evaluation. Student support specialists plans, interventions, action plans, and associated documentation, pre-observation, post-observation, and specialist self-reflection forms and related conversations, as well as reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide rich data related to the CCT standards and the effectiveness of education specialists’ performance and practice.

Student Support Specialist Focus Area for Performance and Practice

In preparation for instructional planning and Goal-Setting Conferences with evaluators, specialists will analyze their student data and use the *CCT-SESS* to reflect on their own practices and their impact on student growth. Based on that reflection, specialists will develop a performance and practice focus area to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. Specialists may develop professional learning portfolios to document both student growth in learning and progress toward professional growth over time. Education specialist practice focus areas will not be evaluated, but should result in improvements in specialist knowledge and skills which will be evidenced in observations of performance and practice.

Data Gathering Process

EASTCONN evaluators will use the *CCT-SESS* to guide data collection from three sources: **conferences with specialists, classroom observations and reviews of practice.** Over the course of the school year, evaluators will gather evidence for Indicators and Domains of the *CCT-SESS* which will allow specialists to demonstrate: the context for their work; their ability to improve student learning and/or performance and outcomes; their ability to engage in reflective practice to improve their own knowledge and skills; how they exercise leadership skills within their classrooms, schools and district.

Data-Informed Observation of Student Support Specialist Performance and Practice (40%)		
SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Conferences	<p>Data related to Domains 2-6</p> <ul style="list-style-type: none"> • Conversation and artifacts that reveal the specialist has an understanding of, content, students, strategies, and use of data • Specialist use of data to inform instruction, analyze student growth and set appropriate goals 	<ul style="list-style-type: none"> • Provides opportunities for specialists to demonstrate cause and effect thinking. • Provides opportunities for evaluator learning in content; Systems effectiveness; priorities for professional learning. • Provides context for observations and evaluation.
Observations	<p>Data related to Domains 2-5</p> <ul style="list-style-type: none"> • Specialist-student, student-student conversations, interactions, activities related to learning goals 	<ul style="list-style-type: none"> • Provides evidence of specialist’s ability to improve student learning and promote growth.
Non-classroom reviews of practice Documentation Log	<p>Data related to Domain 2-6</p> <ul style="list-style-type: none"> • Specialist reflection, as evidenced in pre- and post-conference data. • Engagement in professional learning opportunities, involvement in action research. • Collaboration with colleagues • Specialist-family interactions • Ethical decisions 	<ul style="list-style-type: none"> • Provides evidence of specialist as learner, as reflective practitioner and teacher as leader.

Observation of Student Support Specialist Practice

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

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual educators with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. On an ongoing basis, evaluators will engage in professional learning opportunities, including online options and collaborative sessions, designed to develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with educators.

Evaluators and instructional leaders use a combination of formal and informal observations to:

- Gather evidence of and facilitate professional conversations regarding the quality of educator practice;
- Provide constructive oral and written feedback of observations that is timely and useful for educators;
- Provide information for the on-going calibration of evaluators and evaluation practices in the district.

In addition to formal conferences for goal-setting and performance review and formal observations, informal observations of student support specialists by evaluators will occur periodically. Observations are for the purpose of helping specialists to gain insights about their professional practice and its impact on student learning. Formal and informal observation of teachers is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a school as a whole. In addition to in-class observations, where applicable, non-classroom reviews of practice will be conducted. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of plans or other artifacts. The Professional Learning and Evaluation Program also establishes opportunities for specialists to participate in informal, non-evaluative observations of practice for the following purposes: to enhance awareness of teaching and learning practices in our schools; to create opportunities for problem-based professional learning projects and action research to improve student learning; and to enhance collaboration among educators and administrators in advancing the vision and mission of their schools.

The table on the following page summarizes the frequency of observations of practice for Student Support Specialists.

OBSERVATION FREQUENCY*

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
New** EASTCONN Employees	3 formal observations	All must have pre-conferences and post-conferences.
	At least one review of practice, with a mutually agreed upon area of practice	Feedback will be verbal and/or written.
	Informal observation(s) as appropriate	
All Beginning Student Support Specialists that have not completed TEAM	3 formal observations	All must have pre-conferences and post-conferences.
	At least one review of practice, on a mutually agreed upon area of practice	Feedback will be verbal and/or written.
	Informal observation(s) as appropriate	
All Student Support Specialists (with 3 or more years of service*) designated Effective or Exemplary in the prior year's summative evaluation	One formal observation	All must have pre-conference and post-conferences.
	At least two reviews of practice, on a mutually agreed upon area of practice	Feedback will be verbal and/or written.
	Informal observation(s) as appropriate	
Student Support Specialists with Three or More years and designated as Below Standard and/or Developing (Participation in Professional Assistance Support System)	At least three formal observations	All must have pre and post-conferences.
	Two reviews of practice, with a mutually agreed upon area of practice	Feedback for review of practice will be verbal and/or written.
	Informal observations as appropriate	Feedback will be verbal and/or written.

**District has the right to place employee within an appropriate observation frequency cycle.*

***NEW will be defined by the administrator and evaluatee.*

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for Indicators within each of the Domains 2-6, evaluators will use the *CCT-SESS* to initially assign ratings of Below Standard, Developing, Effective or Exemplary.

Ratings will be made at the Domain level only.

Once Domain ratings have been assigned, evaluators will use the *Rating Guidelines for Observation of Student Support Specialist Performance and Practice* to assign a rating.

Ratings Guidelines for Observation of Student Support Specialist Performance and Practice	
Rating	Criteria
Exemplary	Minimum of three exemplary ratings at the domain level and no ratings below effective.
Effective	Minimum of three effective ratings at the domain level and no rating of below standard
Developing	Minimum of 2 effective rating at the domain level and not more than one rating below standard
Below Standard	Two or more ratings at the domain level below standard

Evaluator Professional Learning And Proficiency

Formal observations of practice are guided by the Domains and Indicators of the *CCT-SESS rubric*. Evaluators participate in extensive professional learning and are required to be Effective in the use of the *CCT-SESS rubric* for educator evaluation. Professional learning is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the *CCT-SESS rubric* in observations and evaluation. Formal observations include pre- and post-conferences that provide opportunities for deep professional conversations that allow evaluators and educators to set goals, allow administrators to gain insight into the educator’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 professional learning and successfully complete calibration activities. Evaluators will also attend additional support sessions during the school year. To ensure consistency and fairness in the evaluation process, all evaluators must meet the proficiency standard prior to conducting teacher observations. Components will include the following:

1. face-to-face professional learning that will focus on using the *CCT-SESS rubric* for data collection, analysis and evaluation;
2. online practice to be completed independently or as a collaborative learning activity at the school or district level;
3. on-line calibration comprised of two calibration activities requiring evaluators to demonstrate their ability to: recognize bias; identify evidence from classroom observations, conferences and non-classroom reviews of practice that is appropriate to specific *CCT-SESS rubric* Indicators and Domains; gather and analyze a comprehensive set of data to assign appropriate ratings at the Domain level;
4. follow-up face-to-face professional learning to enhance evaluator conferencing and feedback skills and debrief on calibration as needed.

Evaluators will also participate in two support sessions during the school year:

1. Facilitated conversation in preparation for Mid-Year Formative Conferences
2. Facilitated conversation in preparation for End of Year Summative Conferences

All evaluators new to EASTCONN will be required to participate in the professional learning, proficiency, calibration and supports sessions described above.

All EASTCONN evaluators will participate in ongoing calibration activities in the use of the *CCT-SESS rubric* for educator evaluation. 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.

PARENT FEEDBACK (10%)

Ten percent (10%) of a specialist's evaluation shall be based on parent feedback, including data from surveys and may also include focus group data.

EASTCONN schools strive to meet the needs of all of the students all of the time. To gain insight into what parents perceive about our ability to accomplish this, a school-wide parent survey will be used. The survey instrument to be used was developed by Victoria Bernhardt, *Education for the Future*, Executive Director. The 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 EASTCONN School Governance Councils will be consulted regarding the use of the appropriate survey tool.

Using an *Education for the Future* Parent Survey, administered on-line and that allows for anonymous responses, all EASTCONN schools will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered once every Spring. Student support specialists will use the Spring survey data as baseline data for the following academic year. Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and result in one school-wide goal to which all certified staff will be held accountable.

Once the school determines the school-wide parent feedback goal, specialists will identify the strategies they will implement to achieve the school-wide goal.

WHOLE-SCHOOL STUDENT LEARNING INDICATORS (5%)

Five percent (5%) of a specialist's evaluation shall be based on whole-school student learning indicators derived from the school administrator's rating on their two SMART goals (Administrator 45%).

EASTCONN schools will define and communicate a Whole School Learning Indicator (based on the administrator's two SMART goals) to which all specialists will be held accountable. Specialists will be asked to articulate in writing how they will, through their practice, contribute to the achievement of the Whole School Learning Indicator.

Student Support Specialists efforts and actions taken towards achievement of the Whole School Learning Indicator will be discussed during the pre-, mid-year, and post-conferences. Specialists will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator.

SUMMATIVE STUDENT SUPPORT SPECIALIST EVALUATION RATING:

Each student support specialist will receive an annual summative rating in one of four levels:

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

Exemplary ratings are reserved for performance that significantly exceeds effectiveness and could serve as a model for education specialists district-wide or even statewide.

Effective ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

Developing ratings indicate that performance has met effectiveness in some indicators but not others. Improvement is necessary and expected.

Below standard ratings indicate that performance that has been designated as below Effective on all components or unacceptably low on one or more indicators.

Determining Summative Ratings

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

A. PRACTICE RATING: Student Support Specialists Performance & Practice (40%) + Parent Feedback (10%) = 50%

The practice rating derives from a specialist's performance on the five domains of the *CCT-SESS rubric* and the parent feedback target. Evaluators record a rating for the domains that determines an overall rating for specialist practice. The Parent Feedback rating is combined with the Student Support Specialist Practice rating and the evaluator uses the matrix to determine an overall Student Support Specialist Performance & Practice Rating.

B. OUTCOMES RATING: Student Growth and Development (45%) + Whole-School Student Learning Indicators (5%) = 50%

The outcomes rating derive from the two student growth and development measures – SMART goals – and the whole-school learning indicators outcomes. As shown in the Summative Rating Form, evaluators record a rating for the SMART goal(s) agreed to in the beginning of the year. The Whole-School Student Learning Indicator Rating is combined with the SMART goal(s) rating and the evaluator uses the matrix to determine an overall Outcomes Rating

C. FINAL SUMMATIVE: Practice (50%) + Outcomes (50%) = 100%

The Summative rating combines the practice and outcomes ratings using the matrix below. If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Student Support Specialist Practice and a rating of below standard for Student Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

If upon re-examination of the data, the ratings do not change, the evaluator will use the Matrix to determine the rating.

In accordance with The CT Guidelines for Educator Evaluation, EASTCONN’s Professional Learning and Evaluation Plan employs a 4-level matrix rating system, as follows:

<i>Student Support Specialist Practice Rating</i>					
		<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>	<i>Below Standard</i>
<i>Student Support Specialist Outcomes Rating</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>
	<i>Effective</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>
	<i>Developing</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Below Standard</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>	<i>Below Standard</i>

1. Annual summative evaluations must provide each education specialist with a summative rating aligned to one of four performance evaluation designations: Exemplary, Effective, Developing and Below Standard.
2. In order to determine summative rating designations for each student support specialist, EASTCONN evaluators will:
 - A. Rate specialist's performance in each of the four Categories:
 - Student Growth and Development (45%);
 - Observations of Performance and Practice (40%);
 - Parent Feedback (10%), and
 - Whole-School Student Learning Indicators (5%).
 - B. Combine the Student Outcomes and Achievement and Whole-School Student Learning Indicator rating into a single rating, taking into account their relative weights. This will represent an overall "**Outcomes Rating**" of Exemplary, Effective, Developing, or Below Standard.
 - C. Combine the Observations of Performance and Practice rating and the Parent Feedback rating into a single rating, taking into account their relative weights; this will represent an overall "**Practice Rating**" of Exemplary, Effective, Developing, or Below Standard.
 - D. Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, student support specialists will be assigned a summative rating category of **Exemplary, Effective, Developing, or Below Standard**.

Definition Of Student Support Specialist Effectiveness And Ineffectiveness

Student support specialist effectiveness will be based upon a pattern of summative ratings collected over time. In order to be deemed effective, specialists will need to have a summative rating of Effective or Exemplary. Specialists are required to be Effective within two years of being evaluated using this plan.

Any specialist having a summative rating of Developing or Below Standard after one year of being evaluated with this plan will be placed on an individual improvement plan. (See **Professional Assistance and Support System below**)

STUDENT SUPPORT SPECIALISTS PROFESSIONAL ASSISTANCE AND SUPPORT PLAN

All Student support specialists who receive a summative evaluation rating of “Developing” or “Below Standard” will be notified in writing at a conference. Specialists will collaborate with their evaluator (or designees) in the development of a plan. The Specialist may choose to involve the local association president (or designee). The plan will be created within 30 days after determination of the summative evaluation rating. The plan will be completed prior to the conclusion of the school year. The process will identify areas of improvement needed and will include supports that EASTCONN will provide to address the performance areas identified as in need of improvement.

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. *Domain*: List domain rated “developing” or “below standard.”
4. *Improvement Strategies to be Implemented*: Provide strategies the specialist can implement to show improvement in domains rated “developing” or “below standard.”
5. *Tasks to Complete*: Specific tasks the specialist will complete that will improve the domain.
6. *Support and Resources*: List of supports and resources the specialist can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc..
7. *Evidence of Progress*: How the specialist will show progress towards effective/exemplary in the domain through observations, data, evidence, etc..
8. *Determination of Effectiveness*: Assessment of effective rating at the end of the action plan.

IMPROVEMENT AND REMEDIATION PLAN (60 SCHOOL DAYS)

The Improvement and Remediation Plan is a further step in the attempt to provide a student support specialist with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing his/her professional responsibilities. The evaluator will help the specialist outline specific goals and objectives with timelines, resources, and evaluative criteria. The

evaluator and/or specialist may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Evaluator will provide consistent supervision and monitoring as outlined by the plan.

At the end of the intervention period, the evaluator will issue a recommendation. If the specialist demonstrates that he/she is *effective* or better, the evaluator will designate placement of that specialist to a normal plan phase. If the Specialist demonstrates he/she is not *effective* the evaluator will have the option of either moving the Specialist into a 30 School Day Intensive Intervention plan or recommend termination of employment to the Superintendent/Board of Education. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the specialist's personnel file.

INTENSIVE INTERVENTION PLAN (30 SCHOOL DAYS)

The Intensive Intervention Plan is the final attempt and is implemented after the Improvement and Remediation Plan to provide the supports necessary to meet the requirements of the position. The evaluator will determine a plan that includes specific goals, timelines, resources, and evaluative criteria. The specialist may choose to include their bargaining representative. The evaluator and/or the specialist may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Weekly observations/reviews of practice 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 specialist demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that specialist to the normal plan phase. If the specialist's performance is below *Effective*, the evaluator will recommend termination of that specialist's employment to the superintendent.

Resolution of Differences

Should a specialist 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 specialist 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 specialist and evaluator are unable to resolve their differences, they may 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.

EDUCATION SPECIALIST EVALUATION PLAN

OVERVIEW

EASTCONN's Professional Learning and Evaluation Plan provides both the structure and flexibility required to guide education specialists and evaluators in understanding their roles in enhancing student learning and assessing their professional practices. The goal of the Education Specialist Evaluation Plan is to support these specialists in their professional growth toward the aim of improved 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 education specialist.

Goals of the Education Specialist Professional Learning and Evaluation Plan:

- Improve learner outcomes through meaningful evaluation of practice of education specialists, aligned with professional learning.
- Improve school-wide (or EASTCONN agency-wide) learning goal outcomes through effective collaboration among educators.
- Improve the quality of instruction by ensuring accountability for learner outcomes and education specialist effectiveness.
- Provide professional assistance and support for education specialists when and where necessary.

Who are Education Specialists?

Education Specialists include non-teaching, non-administrative education professionals who provide a variety of services to students, teachers, and parents. Specialists include staff developers and others with specialized training who offer a broad range of services. EASTCONN's education specialists may be located exclusively within a single school or district, or they may provide services to a number of schools or districts.

Who Evaluates Education Specialists?

EASTCONN administrators and directors in the Division of Teaching and Learning are responsible for Education Specialists evaluations.

Performance Standards

It is expected that education specialists and their evaluators will be knowledgeable about the appropriate professional standards in evaluation and assessment of performance. Those standards form the basis for goal-setting, assessment of professional practice, and alignment of professional learning opportunities with the needs of student support specialists. In observations of practice, evaluators will use the domains and indicators outlined in the Learning Forward's Innovation Configurations for Education Specialists based on the Standards for Professional Learning as appropriate.

Links to Professional Standards Documents:

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

EDUCATION SPECIALIST EVALUATION PROCESS

The process for the evaluation of education specialists is consistent with that of EASTCONN's teacher and administrative evaluation processes, and includes the following characteristics:

- a focus on the relationship between professional performance and its impact on educational outcomes;
- evaluation of education specialist performance based on analysis of data from multiple sources;
- observations and reviews of practice that promote professional growth,
- a support system for providing assistance when needed

The annual evaluation process for an education specialist will at least include, but not be limited to, the following steps, in order:

1. Orientation (by September 15):

- To begin the annual evaluation process, evaluators meet with specialists, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:

- a. Learning Forward's Innovation Configurations for Education Specialists
- b. School, district or EASTCONN agency priorities that should be reflected in specialists' performance and practice goals.
- c. SMART goal(s) related to learner needs.
- d. Data related to Results-Based Accountability
- e. Self-assessment processes and purposes.
- f. Data collection, including types of data and processes for collection and analysis.
- g. Portfolio development
- h. Access to the online evaluation system (My Learning Plan-OASYS)

2. Goal-setting Conference (by October 15):

- *Education Specialist Reflection:* In advance of the Goal Setting Conference, the specialist will examine data related to current learners' needs and performance data prior year evaluation and survey results, previous professional learning goals, and the professional standards for their area of practice and Educational Specialists Rubric. The specialists will draft the following goals as part of a learning portfolio, specific to their assignments:
 - d)e) **No more than 2 SMART goals** to address learner growth and development objectives which will comprise 45% of the education specialist summative evaluation;
 - e)f) **one professional practice focus area**, based on data from education specialist reflection and evaluator observations, which will comprise 40% of their evaluation;
 - f)g) **one focus area with identified strategies for improving outcomes based on data from Stakeholder feedback**, determined by the Director of Teaching and Learning, for which specialists will indicate their strategies for achieving this goal, which will comprise 10% of their evaluation; and
- **Goal-setting conference** – No later than October 15 of the school year, the evaluator and the education specialist will meet to discuss the specialist's proposed goals in order to arrive at mutual agreement about them as well as the standards set for the learning portfolio. The goals for the year must be informed by data and evidence collected by the specialist **and** evaluator about the specialist's practice. The evaluator collects evidence about specialist practice to

support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Examples of data that may be included in the goal-setting conference:

Education Specialist	Evaluator
<ul style="list-style-type: none"> • Specialist Products or Artifacts • Data on Learning or Achievement of Learners • Lesson, intervention, treatment, or customer action plans and records • Artifacts from work of Learners • Client Communication Logs • Data Team Minutes • Journals/notes documenting reflections on practice • Schedule of meetings/conferences • Survey Data 	<ul style="list-style-type: none"> • Data from multiple sources based on the education specialist’s role • School- , District- or Agency-Level Data • Observation/review of practice data based on Education Specialists Rubric and professional standards documents

3. Observations of practice (see Observation Schedule)

Evaluators will observe specialists’ practice using a combination of formal and informal observations/reviews of practice throughout the school year, with the frequency schedule based on the specialist’s previous year’s summative evaluation rating, where available.

4. Evidence collection and review (throughout school year)

The education specialist collects evidence about his/her practice and outcomes related to the SMART goal(s) that are relevant to the agreed-upon professional goals in the learning portfolio. The evaluator also collects evidence about specialist’s practice for discussion in the Mid-Year Formative conference and summative review.

5. Mid-Year Formative Conference

The evaluator and specialist will hold a mid-year formative conference. The conference should focus on the progress toward meeting the goals established in the

goal-setting conference as well as meeting the standards for the learning portfolio. Both the specialist and the evaluator will bring evidence about practice, learning and/or outcomes data in their learning portfolio to be reviewed at this conference. During this conference, the specialist and evaluator will discuss the cause and effect relationship of practice to outcomes data, e.g. – how practice positively impacted learner achievement, how practice affected agency-related outcomes. If necessary, specialists and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goal(s) to accommodate changes (e.g., learner populations, assignment). They also discuss actions that the specialist can take and support the evaluator can provide to promote the specialist's growth in his/her development areas.

6. End-of-year summative review

- *Education Specialist self-assessment:* The specialist reviews and reflects on all information and data collected during the year related to the goals and focus areas identified by the specialist and completes a self-assessment and reflection for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference and mid-year formative conference.
- *End-of-year conference:* The evaluator and the education specialist meet to discuss all evidence collected to date in the learning portfolio. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.
- *Summative Rating:* The evaluator reviews submitted evidence, self-assessments, and observation data to generate category ratings. The category ratings are combined to determine the final, summative rating.

COMPONENTS OF EDUCATION SPECIALIST EVALUATION

LEARNER GROWTH AND DEVELOPMENT (45%)

No more than **two SMART goals** addressing learner growth will comprise 45% of the education specialist summative evaluation.

As per the Guidelines, because of the unique nature of the roles fulfilled by Education Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:

Districts shall be granted flexibility in using SMART goals to measure attainment of goals and/or objectives for student growth. The Goal-setting conference for identifying the SMART goals shall include the following steps:

- The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
- The educator and evaluator will determine if the smart goal will apply to the individual teacher, a team of teachers, a grade level or the whole school.
- The educator and evaluator should identify the unique characteristics of the population of learners which would impact learner growth.
- The educator and evaluator will identify the learning standard to measure: the assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

Forty-five percent (45%) of a specialist's evaluation will be based on attainment of agreed upon measures of learner outcomes defined by the SMART Goal(s) that are aligned to multiple measures of learner growth. Education specialists are required to develop no more than **two SMART goals** related to the growth and development of learners with which they will work

Sources for the development of SMART goals may include:

- Evaluations from Professional Learning workshops
- Surveys from learners
- Focus groups

- portfolios of examples of work
- Other indicators of learner growth as appropriate to the specialist's role

Goal Setting

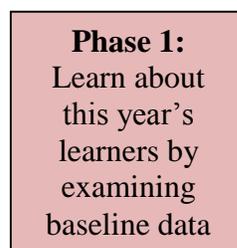
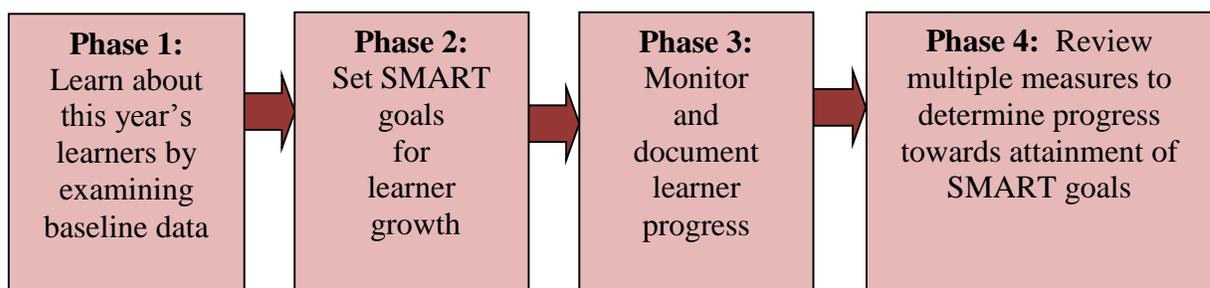
EASTCONN education specialist's SMART goal(s) address the needs of their learners and are aligned to the specialist's assignment. The learner outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Education specialists will write no more than two (2) SMART goals that will address targeted areas for learner growth.

Each SMART goal will:

1. consider the overall needs and strengths of the learners with which the specialist will work
2. address the most important purposes of a specialist's assignment through self-reflection;
3. align with school, district, and state objectives;
4. take into account learners' needs upon analysis of relevant baseline data;
5. be mutually agreed upon by the specialist and their evaluator;
6. be fair, valid, reliable and useful to the greatest extent possible.

SMART Goals and Student Progress

The following diagram illustrates the processes involved in establishing and assessing SMART goals for learning.



To write meaningful and relevant SMART goals that align to the specialist's assignment and result from a thorough knowledge of their learners, data analysis is required.

Examples of data that specialists will be required to analyze are:

- Learner outcome data
- Program data
- Perceptual data

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

Phase 2:
Set SMART goals
for
learner
growth

Each SMART goal should make clear (1) what evidence was or will be examined, (2) what level of growth is targeted, and (3) what proportion of learners is projected to achieve the targeted growth level. It is through the Phase I examination of learner data that specialists will determine what level of growth to target for which learners.

Education support specialists will submit their SMART goal(s) to their evaluator for review, mutual agreement and approval. The review and approval process of the SMART goals will take place during the Goal-Setting conference.

Phase 3:
Monitor and
document
learner
progress

Once SMART goal(s) are approved, specialists monitor learners' progress as it impacts attainment of the SMART goal(s). Specialists and evaluators may mutually agree to mid-year adjustments to SMART goal(s) to accommodate changes.

Mid-Year Formative Conference

The Mid-Year Formative Conference will take place by February 15 of the academic year. Education support specialists will review progress toward the goals/objectives during the school year, using available information and data collected on learner progress in the learning portfolio. This review may result in revisions to the instructional strategies or approaches specialists use.

Phase 4:
Review multiple measures to determine progress towards attainment of SMART goal(s)

End-of-year review of SMART goals

The specialist will collect evidence of student progress toward meeting the SMART Goal(s) in the learning portfolio. The evidence will be submitted to the evaluator, and the specialist and evaluator will discuss the extent to which the specialist met their SMART Goal(s). Following the conference, the evaluator will rate the SMART Goal(s) using the 4 performance level designations shown in the table below.

Exceeded (4)	Exceeded SMART goal(s)
Met (3)	Met the SMART goal(s).
Partially Met (2)	Partially met the SMART goal(s).

Did Not Meet (1)

Did not meet the SMART goals.

To arrive at a rating for the SMART goal(s), the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and rate the attainment of the SMART goal(s) holistically.

Professional Learning for Education Support Specialists and Evaluators

Professional learning will be provided to develop evaluators' and specialist's data literacy and development of the SMART goal(s) by which specialists will be evaluated. Professional learning will support and/or enhance the abilities and skills of each specialist to communicate their goals for learners. The content of the professional learning 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;
- SMART Goal Criteria: Specific, Measurable, Attainable, Relevant, Time-Bound;
- Quality of measures and indicators used to determine student growth;
- Alignment of SMART goal(s) to school and/or district goals;
- Writing plans that articulate the strategies and progress monitoring tools within the learning portfolio.

Should additional professional learning be needed, it will be decided on a case-by-case basis at the school or individual level.

PROFESSIONAL PRACTICE (40%)

Forty percent (40%) of an education specialist's evaluation will be based on evidence of practice and performance using Educational Specialists rubric.

Education Specialist Focus Area for Performance and Practice

In preparation for instructional planning and Goal-Setting Conferences with evaluators, specialists will analyze their learner data and use the Educational Specialist rubric to reflect on their own practices and their impact on learner growth. Based on that reflection, specialists will develop a performance and practice focus area to guide their own professional learning and improvements in practice that will ultimately promote learner growth and achievement of learner outcome goals. Education specialist practice focus areas will not be evaluated, but should result in improvements in specialist knowledge and

skills which will be evidenced in observations of performance and practice as well as documented in the learning portfolio.

Data Gathering Process

EASTCONN evaluators will use the Educational Specialists rubric to guide data collection from three sources: **conferences with specialists, observations and reviews of practice.** Over the course of the school year, evaluators will gather evidence which will allow specialists to demonstrate: the context for their work; their ability to improve learning and/or performance and outcomes; their ability to engage in reflective practice to improve their own knowledge and skills; how they exercise leadership skills within their work, schools and district.

Data-Informed Observation of Education Specialist Performance and Practice (40%)		
SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Conferences	<ul style="list-style-type: none"> • Conversation and artifacts that reveal the specialist has an understanding of, content, learners, strategies, and use of data • Specialist use of data to inform instruction, analyze learner growth and set appropriate goals 	<ul style="list-style-type: none"> • Provides opportunities for specialists to demonstrate cause and effect thinking. • Provides opportunities for evaluator learning in content; Systems effectiveness; priorities for professional learning. • Provides context for observations and evaluation.
Observations	<ul style="list-style-type: none"> • Specialist-learner, learner-learner conversations, interactions, activities related to learning goals 	<ul style="list-style-type: none"> • Provides evidence of specialist's ability to improve learning and promote growth.
Reviews of practice Documentation Log	<ul style="list-style-type: none"> • Specialist reflection, as evidenced in pre- and post-conference data. • Engagement in professional learning opportunities, involvement in action research. • Collaboration with colleagues • Specialist-learner interactions • Ethical decisions 	<ul style="list-style-type: none"> • Provides evidence of specialist as learner, as reflective practitioner and leadership

Observation of Education Specialist Practice

As per the Guidelines, because Education Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available.

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual educators with insights regarding the

impact of their management, planning, instruction, and assessment practices on student growth. On an ongoing basis, evaluators will engage in professional learning opportunities, including online options and collaborative sessions, designed to develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with educators.

Evaluators and instructional leaders use a combination of formal and informal observations to:

- Gather evidence of and facilitate professional conversations regarding the quality of educator practice;
- Provide constructive oral and written feedback of observations that is timely and useful for educators;
- Provide information for the on-going calibration of evaluators and evaluation practices in the district.

In addition to formal conferences for goal-setting and performance review and formal observations, informal observations of education specialists by evaluators will occur periodically. Observations are for the purpose of helping specialists to gain insights about their professional practice and its impact on student learning. Formal and informal observation of educational specialists are considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of learning as a whole. The Professional Learning and Evaluation Program also establishes opportunities for specialists to participate in informal, non-evaluative observations of peer to peer practice for the following purposes: to enhance awareness of teaching and learning practices; to create opportunities for problem-based professional learning projects and action research to improve learning; and to enhance collaboration among specialists and administrators in advancing the vision and mission of their schools.

The table on the following page summarizes the frequency of observations of practice for Education Specialists.

OBSERVATION FREQUENCY*

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
New** EASTCONN Employees	3 formal observations	All must have pre-conferences and post-conferences.
	At least one review of practice, with a mutually agreed upon area of practice	Feedback will be verbal and/or written.
	Informal observation(s) as appropriate	
All Education Specialists (with 3 or more years of service*) designated Effective or Exemplary in the prior year's summative evaluation	One formal observation	All must have pre-conference and post-conferences.
	At least two reviews of practice, on a mutually agreed upon area of practice	Feedback will be verbal and/or written.
	Informal observation(s) as appropriate	
Education Specialists with Three or More years and designated as Below Standard and/or Developing (Participation in Professional Assistance Support System)	At least three formal observations	All must have pre and post-conferences.
	Two reviews of practice, with a mutually agreed upon area of practice	Feedback for review of practice will be verbal and/or written.
	Informal observations as appropriate	Feedback will be verbal and/or written.

**District has the right to place employee within an appropriate observation frequency cycle.*

***NEW will be defined by the administrator and evaluatee.*

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for Learning Forward's Innovation Configurations for Education Specialists, evaluators will use the Educational Specialists rubric to initially assign ratings of Below Standard, Developing, Effective or Exemplary.

Once Domain ratings have been assigned, evaluators will use the *Rating Guidelines for Observation of Education Specialist Performance and Practice* to assign a rating.

Evaluator Professional Learning And Proficiency

Formal observations of practice are guided by the Learning Forward’s Innovation Configurations for Education Specialists. Evaluators participate in extensive professional learning and are required to be Effective in the use of the Educational Specialists rubric for educator evaluation. Professional learning is conducted annually (at a minimum) to ensure

Ratings Guidelines for Observation of Education Specialist Performance and Practice	
Rating	Criteria
Exemplary	Minimum of three exemplary ratings at the domain level and no ratings below effective.
Effective	Minimum of three effective ratings at the domain level and no rating of below standard
Developing	Minimum of 2 effective rating at the domain level and not more than one rating below standard
Below Standard	Two or more ratings at the domain level below standard

consistency, compliance, and high-quality application of the Learning Forward’s Innovation Configurations for Education Specialists in observations and evaluation. Formal observations include pre- and post-conferences that provide opportunities for deep professional conversations that allow evaluators and educators to set goals, allow administrators to gain insight into the educator’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 professional learning and successfully complete calibration activities. Evaluators will also attend additional support sessions during the school year. To ensure consistency and fairness in the evaluation process, all evaluators must meet the proficiency standard prior to conducting teacher observations. Components will include the following:

5. face-to-face professional learning that will focus on using the Educational Specialist rubric for data collection, analysis and evaluation;

6. online practice to be completed independently or as a collaborative learning activity at the school or district level;
7. on-line calibration comprised of two calibration activities requiring evaluators to demonstrate their ability to: recognize bias; identify evidence from classroom observations, conferences and non-classroom reviews of practice that is appropriate to the Educational Specialists rubric; gather and analyze a comprehensive set of data to assign appropriate ratings;
8. follow-up face-to-face professional learning to enhance evaluator conferencing and feedback skills and debrief on calibration as needed.

Evaluators will also participate in two support sessions during the school year:

3. Facilitated conversation in preparation for Mid-Year Formative Conferences
4. Facilitated conversation in preparation for End of Year Summative Conferences

All evaluators new to EASTCONN will be required to participate in the professional learning, proficiency, calibration and supports sessions described above.

All EASTCONN evaluators will participate in ongoing calibration activities in the use of the Educational Specialists rubric. 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.

STAKEHOLDER FEEDBACK (10%)

Ten percent (10%) of a specialist's evaluation shall be based on stakeholder feedback which will include data from customer-based focus groups.

EASTCONN strives to meet the needs of all of the learners all of the time. To gain insight into what our stakeholders perceive about our ability to accomplish this we will convene customer-based focus groups.

Analysis of the focus group data will be conducted on a division-wide basis, with all certified staff engaged in the analysis, and result in one goal to which all specialists will be held accountable.

Once the stakeholder feedback goal is established, education specialists will identify the strategies they will implement to achieve the goal.

WHOLE-SCHOOL STUDENT LEARNING INDICATORS (5%)

Five percent (5%) of an education specialist's evaluation shall be based on whole-school student learning indicators derived from the administrator's rating on their two SMART goals (Administrator's 45%).

EASTCONN will define and communicate a Whole School Learning Indicator for education specialists that is based on the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating. (Administrator's 45%)

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

Education Specialists' rating in this area will be determined by the administrator's performance rating on multiple student learning indicators that comprise 45% of an administrator's evaluation.

SUMMATIVE EDUCATION SPECIALIST EVALUATION RATING:

Each education specialist will receive an annual summative rating in one of four levels:

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

Exemplary ratings are reserved for performance that significantly exceeds effectiveness and could serve as a model for education specialists district-wide or even statewide.

Effective ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced education specialists.

Developing ratings indicate that performance has met effectiveness in some indicators but not others. Improvement is necessary and expected.

Below standard ratings indicate that performance that has been designated as below Effective on all components or unacceptably low on one or more indicators.

Determining Summative Ratings

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

A. PRACTICE RATING: Education Specialists Performance & Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating derives from a specialist's performance on the Learning Forward's Innovation Configurations for Education Specialists and the Stakeholder feedback target. Evaluators record a rating for the domains that determines an overall rating for specialist practice. The Stakeholder Feedback rating is combined with the Education Specialist Practice rating and the evaluator uses the matrix to determine an overall Education Specialist Performance & Practice Rating.

B. OUTCOMES RATING: Learner Growth and Development (45%) + Whole School Student Learning Indicator (5%) = 50%

The outcomes rating derive from the two learner growth and development measures – SMART goals – and the Whole School Student Learning Indicator. As shown in the Summative Rating Form, evaluators record a rating for the SMART goal(s) agreed to in the beginning of the year. The Whole School Student Learning Indicator Rating is combined with the SMART goal(s) rating and the evaluator uses the matrix to determine an overall Outcomes Rating

C. FINAL SUMMATIVE: Practice (50%) + Outcomes (50%) = 100%

The Summative rating combines the practice and outcomes ratings using the matrix below. If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Education Specialist Practice and a rating of below standard for Learner Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

If upon re-examination of the data, the ratings do not change, the evaluator will use the Matrix to determine the rating.

In accordance with The CT Guidelines for Educator Evaluation, EASTCONN’s Professional Learning and Evaluation Plan employs a 4-level matrix rating system, as follows:

<i>Education Specialist Practice Rating</i>					
		<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>	<i>Below Standard</i>
<i>Education Specialist Outcomes Rating</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>
	<i>Effective</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>
	<i>Developing</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Below Standard</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>	<i>Below Standard</i>

3. Annual summative evaluations must provide each education specialist with a summative rating aligned to one of four performance evaluation designations: Exemplary, Effective, Developing and Below Standard.
4. In order to determine summative rating designations for each education specialist, EASTCONN evaluators will:
 - E. Rate specialist's performance in each of the four Components:
 - Learner Growth and Development (45%);
 - Observations of Performance and Practice (40%);
 - Stakeholder Feedback (10%), and
 - Whole School Student Learning Indicator (5%).
 - F. Combine the Learner Growth and Development and Whole School Student Learning Indicator rating into a single rating, taking into account their relative weights. This will represent an overall "**Outcomes Rating**" of Exemplary, Effective, Developing, or Below Standard.
 - G. Combine the Observations of Performance and Practice rating and the Stakeholder Feedback rating into a single rating, taking into account their relative weights; this will represent an overall "**Practice Rating**" of Exemplary, Effective, Developing, or Below Standard.
 - H. Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, education specialists will be assigned a summative rating category of **Exemplary, Effective, Developing, or Below Standard**.

Definition Of Education Specialist Effectiveness And Ineffectiveness

Education specialist effectiveness will be based upon a pattern of summative ratings collected over time. In order to be deemed effective, specialists will need to have a summative rating of Effective or Exemplary. Specialists are required to be Effective within two years of being evaluated using this plan.

Any specialist having a summative rating of Developing or Below Standard after one year of being evaluated with this plan will be placed on an individual improvement plan. (See **Professional Assistance and Support System below**)

EDUCATION SPECIALISTS PROFESSIONAL ASSISTANCE AND SUPPORT PLAN

All Education specialists who receive a summative evaluation rating of “Developing” or “Below Standard” will be notified in writing at a conference. Specialists will collaborate with their evaluator (or designees) in the development of a plan. The Specialist may choose to involve the local association president (or designee). The plan will be created within 30 days after determination of the summative evaluation rating. The plan will be completed prior to the conclusion of the school year. The process will identify areas of improvement needed and will include supports that EASTCONN will provide to address the performance areas identified as in need of improvement.

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. *Domain*: List domain rated “developing” or “below standard.”
4. *Improvement Strategies to be Implemented*: Provide strategies the specialist can implement to show improvement in domains rated “developing” or “below standard.”
5. *Tasks to Complete*: Specific tasks the specialist will complete that will improve the domain.
6. *Support and Resources*: List of supports and resources the specialist can use to improve, e.g. professional learning opportunities, Stakeholder observation, colleague mentor, books, etc..
7. *Evidence of Progress*: How the specialist will show progress towards effective/exemplary in the domain through observations, data, evidence, etc..
8. *Determination of Effectiveness*: Assessment of effective rating at the end of the action plan.

IMPROVEMENT AND REMEDIATION PLAN (60 SCHOOL DAYS)

The Improvement and Remediation Plan is a further step in the attempt to provide a education specialist with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing his/her professional responsibilities. The evaluator will help the specialist outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or specialist may draw upon whatever personnel and resources are needed to

implement the plan and are deemed reasonable by the evaluator. Evaluator will provide consistent supervision and monitoring as outlined by the plan.

At the end of the intervention period, the evaluator will issue a recommendation. If the specialist demonstrates that he/she is *effective* or better, the evaluator will designate placement of that specialist to a normal plan phase. If the Specialist demonstrates he/she is not *effective* the evaluator will have the option of either moving the Specialist into a 30 School Day Intensive Intervention plan or recommend termination of employment to the Superintendent/Board of Education. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the specialist's personnel file.

INTENSIVE INTERVENTION PLAN (30 SCHOOL DAYS)

The Intensive Intervention Plan is the final attempt and is implemented after the Improvement and Remediation Plan to provide the supports necessary to meet the requirements of the position. The evaluator will determine a plan that includes specific goals, timelines, resources, and evaluative criteria. The specialist may choose to include their bargaining representative. The evaluator and/or the specialist may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Weekly observations/reviews of practice 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 specialist demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that specialist to the normal plan phase. If the specialist's performance is below *Effective*, the evaluator will recommend termination of that specialist's employment to the superintendent.

Resolution of Differences

Should a specialist 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 specialist 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 specialist and evaluator are unable to resolve their differences, they may submit

the matter to the Executive Director 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.

LINKING EVALUATION AND PROFESSIONAL LEARNING

Evaluation-based Professional Learning

As our core values indicate, EASTCONN 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. Effective 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.

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

TENETS OF THE EASTCONN PLAN: ALIGNING STANDARDS AND PROCESSES:

- ***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 an educator, and not a thing done to a worker” (Peterson, 2000, p. 5).
 - Educator reflection on aspects of their instructional 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*]

- Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
 - Educators 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 and effectiveness, 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 educators and teaching to emphasize their role as instructional leaders who collaborate with all educators.
 - Educators support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. [*Standards: Leadership; Resources*]
 - 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*]
 - Educators collaborate to observe instructional practices in their school and to analyze data on instruction and student growth. [*Standards: Data; Outcomes*]
 - Educators 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 effectiveness:** There is a growing research base that demonstrates that individual and collective educator efficacy (defined by Bandura, 1997, as "the group's shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments"), 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 educators are different, and evaluation-based professional learning is 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*]
- The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for educators 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

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

For educators rated Exemplary, the following career development and professional growth opportunities would be available: observation of Stakeholders; mentoring/coaching early-career educators or educators new to EASTCONN; participating in development of educator Professional Assistance and Support System plans for Stakeholders whose performance is developing or below standard; leading Professional Learning Communities for their Stakeholders; and, targeted professional learning based on areas of need.

ADULT EDUCATION TEACHER EVALUATION PLAN

OVERVIEW

EASTCONN's Professional Learning and Evaluation Program supports an environment in which educators have the opportunity to regularly employ inquiry into and reflection on practice, to give each other feedback, and to develop teaching practices that positively affect student learning.

To help foster such an environment, we have created the Professional Learning and Evaluation Program as a district-wide system that provides multiple opportunities and options for teachers to engage in individual and collaborative activities in which they collect, analyze, and respond to data about student learning, within and among EASTCONN programs. Teachers and administrators are expected to provide evidence related to the effectiveness of instructional practices and their impact on student learning. Teachers and administrators are also expected to take an active role in a cycle of inquiry into their practice, development, implementation and analysis of strategies employed to advance student growth, as well as reflection on the effectiveness of their practice. The Program includes an additional component, Professional Assistance and Support System, for those teachers and administrators in need of additional support to meet performance expectations.

Standards and Indicators of Teaching Practice

The expectations for teacher practice in EASTCONN's Professional Learning and Evaluation Program are defined using the six domains and their indicators of the Common Core of Teaching (CCT, 2010). The *Standards for Educator Performance and Practice (StEPP) Continuum*, the tool used for observing and assessing teacher practice in the domains, reflects the spirit and specifics of the CCT, articulates components of teaching, and establishes designations of levels of practice, including: *Below Standard; Developing; Effective; Exemplary.*

Core Requirements of the Evaluation Program

EASTCONN's Professional Learning and Evaluation Program is aligned with the Core Requirements of the State Board-approved Guidelines for Educator Evaluation, as provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116. The

following is a description of the processes and components of EASTCONN's program for teacher evaluation, through which the Core Requirements of the Guidelines shall be met.

PROCESS AND TIMELINE OF TEACHER EVALUATION

The annual evaluation process for a teacher will at least include, but not be limited to, the following steps, in order:

7. Orientation (by September 15)

- To begin the annual evaluation process, evaluators meet with teachers, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:
 - a. The *StEPP Continuum*.
 - b. Administrator, program, and district priorities that should be reflected in teacher performance and practice focus areas.
 - c. SMART goals related to student academic growth and development.
 - d. Data regarding whole-program indicators of student learning.
 - e. Self-assessment processes and purposes.
 - f. Data collection, including types of data and processes for collection and analysis.
 - g. Access to the online data management system (My Learning Plan-OASYS).

Evaluators and teachers will establish a schedule for collaboration required by the evaluation process.

8. Goal-setting Conference (by October 31)

- *Teacher Reflection*: In advance of the Goal-setting Conference, the teacher will examine data related to current students' performance (including, but not limited to: standardized assessments, portfolios and other samples of student work appropriate to teacher's content area, etc.), the prior year's evaluation, and survey results, previous professional learning focus areas, and the *StEPP Continuum*.

The teacher will draft the following goals:

- d) **one SMART Goal** to address student learning and achievement objectives, which will comprise 45% of a teacher's summative evaluation;
- e) **one performance and practice focus area**, based on student growth data, whole-program climate or learning data, teacher reflection and

previous year’s evaluator observations and review of the *StEPP Continuum* which will comprise 40% of the evaluation;

f) **one stakeholder goal with strategies for improving outcomes that is based on data from **student feedback** determined by the program improvement team, for which teachers will indicate their strategies for achieving this program-wide goal which will comprise 10% of the evaluation.**

- **Goal-setting conference:** No later than October 31 of the program year, the evaluator and teacher will meet to discuss the teacher’s proposed goals in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the teacher **and** evaluator about the teacher’s practice. The evaluator collects evidence about teacher practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Examples of data and evidence that may be included in the Goal-setting Conference:

<ul style="list-style-type: none"> • <u>Lesson Plans</u> • <u>Formative Assessment Data</u> • <u>Summative Assessment Data</u> • <u>Student Work</u> • <u>Survey Data</u> 	<ul style="list-style-type: none"> • <u>Class List</u> • <u>Standardized and Non-Standardized Data</u> • <u>Program-Level Data</u> • <u>StEPP Continuum</u>
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9. Observations of practice (see Observation Schedule)

Evaluators will observe teacher practice using a combination of formal and informal in class observations and non-classroom reviews of practice throughout the program year, with frequency based on the teacher’s summative evaluation rating or years in the district.

10. Evidence collection and review (throughout program year)

The teacher collects evidence about his/her practice and student learning that is relevant to the agreed-upon professional goals. The evaluator also collects evidence about teacher practice for discussion in the Mid-Year Formative Conference and End-of-year summative review.

11. Mid-Year Formative Conference

The evaluator and teacher will hold a Mid-Year Formative Conference near the mid-point of the evaluation cycle. The discussion should focus on processes and progress toward meeting the goals and developing one's practice. Both the teacher and the evaluator will bring evidence about practice and student learning data to review. The teacher and evaluator will discuss the cause and effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning. During the conference, both the teacher and evaluator will make explicit connections between the 40% and the 45% components of the evaluation program. If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goals to accommodate changes (e.g., student populations, assignment). They also will discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

12. End-of-year summative review

- Teacher self-assessment (due to the evaluator 5 working days prior to the end-of-year conference): The teacher reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing the *StEPP Continuum* and established in the Goal-setting Conference.
 - The self-assessment should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.
- End-of-year conference: The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will review evidence that supports the extent to which students met the SMART goal(s) and how the teacher's performance and practice focus contributed to student outcomes and professional growth.
- Summative Rating: The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix.

(See pages 36-38 for explanation of summative ratings and matrix)

COMPONENTS OF TEACHER EVALUATION AND RATING

The Core Requirements of the CT Guidelines for Teacher Evaluation require that districts weight the components of teacher's annual summative evaluations and ratings as follows:

STUDENT GROWTH AND DEVELOPMENT (45%)

Forty-five percent (45%) of all teacher's evaluation will be based on achievement of student learning outcomes defined by teacher-created SMART Goal(s) that are aligned with both standardized and non-standardized measures. Teachers are required to develop **one SMART goal** related to student academic growth and development and aligned to the teacher's assignment. SMART Goals shall be developed using multiple measures and may include standardized and non-standardized measures. **One of the measures is based on CASAS (Connecticut Competency System/Comprehensive Adult Student Assessment System) when available.** The second measure will be a non-standardized measure selected through mutual agreement. Both measures will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound.

SMART GOAL based on non-standardized measures. Sources for the development of SMART goals based on non-standardized measures may include:

- Benchmark assessments measured by analytic rubrics.
- GED preparation practice tests
- Pre/post assessments
- Student portfolios of examples of work in content areas, collected over time and reviewed annually.

SMART goals for personnel must demonstrate alignment with program-wide student achievement priorities.

Goal Setting

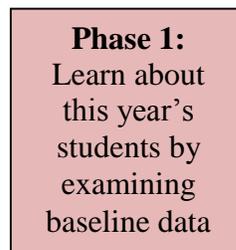
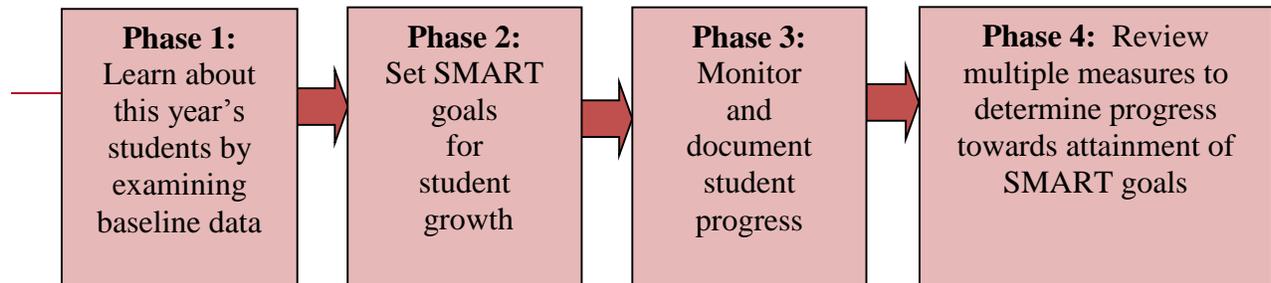
Each SMART goal will:

8. consider the academic record and social, emotional, and behavioral needs and strengths of the students that teacher is teaching that year/semester;
9. address the most important purposes of a teacher's assignment through self-reflection;

- 10. align with program, district, and state student achievement objectives;
- 11. take into account students' learning needs vis-à-vis relevant baseline data;
- 12. be aligned to state and national curriculum standards/frameworks;
- 13. be mutually agreed upon by teacher and their evaluator;
- 14. be fair, valid, reliable and useful to the greatest extent possible.

SMART Goals and Student Progress

The following diagram illustrates the processes involved in establishing and assessing SMART goals for student learning.



To write meaningful and relevant SMART goals that align to their teaching assignment and result from a thorough knowledge of their students, data analysis is required.

Examples of data that teachers will be required to analyze are:

- Student outcome data (academic)
- Behavior data (attendance, referrals)
- Perceptual data (learning styles, results from interest inventories, anecdotal, etc.)

Teachers must be able to document baseline data that they have used to determine their instructional focus and be able to write SMART goals on which they will, in part, be evaluated.

Analysis of these initial pieces of data on incoming students for the year should be completed by the beginning of October of the academic year.

Phase 2:
Set SMART goals
for student growth

Each SMART goal should make clear:

1. what evidence was or will be examined.
2. what level of growth is targeted.
3. strategies used to help students to reach learning targets.
4. what assessment(s)/indicator(s) will be used to measure the targeted level of growth.
5. what proportion of students is projected to achieve the targeted level of growth.

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

Teachers will submit their SMART goal(s) to their evaluator for review, mutual agreement and approval. The review and approval process of the SMART goal(s) will take place during the Goal-setting conference, on or before October 31.

Phase 3:
Monitor and
document
student
progress

Once SMART goal(s) are approved, teachers monitor students' progress toward achieving student learning SMART goal(s).

Teachers may monitor and document student progress through:

- Examination of student work.
- Administration of periodic formative assessments.
- Tracking of students' accomplishments and challenges.

Teachers may choose to share their findings from formative assessments with colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress. Artifacts related to the teacher’s monitoring practices could be reviewed and discussed during the Mid-Year Formative Conference.

At the Mid-Year Formative Conference, evaluators and teachers will review progress toward the SMART goal(s) using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches teachers use. Teachers and evaluators may mutually agree to mid-year adjustments to SMART goal(s) for the purpose of accommodating significant changes in student population or teaching assignment.

Phase 4:
Review multiple measures to determine progress towards attainment of SMART goals

End-of-year review of SMART goals

End of Year Conference: The teacher shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will reflect student progress toward meeting the SMART goal(s) for learning. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning goals/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for the four 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 each SMART goal: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

To arrive at a rating for teacher’s SMART goal(s), the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and score the attainment of the SMART goals holistically.

<u>Exceeded (4)</u>	<u>Exceeded the measures for the SMART goal(s)</u>
<u>Met (3)</u>	<u>Met the measures for the SMART goal(s).</u>
<u>Partially Met (2)</u>	<u>Partially met the measures for the SMART goal(s).</u>
<u>Did Not Meet (1)</u>	<u>Did not meet the measures for the SMART goal(s).</u>

Professional Learning for Teachers and Evaluators

Specific professional learning will be provided to develop evaluators’ and teachers’ data literacy and creation of the SMART goals by which full teachers will be evaluated. The professional learning will support and/or enhance the abilities and skills of each teacher to communicate their goals for student learning outcomes and achievement. The content of the professional learning will include, but not be limited to:

- SMART Goal Criteria: Specific, Measurable, Attainable, Relevant, Time-Bound
- 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

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

TEACHER PERFORMANCE AND PRACTICE (40%)

Forty percent (40%) of a teacher's evaluation will be based on evidence of teacher practice and performance, using the *StEPP Continuum domains 2-6*.

The Standards for Educator Performance and Practice (StEPP) Continuum

The *Standards for Educator Performance and Practice (StEPP) Continuum*, the observation instrument for EASTCONN's Professional Learning and Evaluation Program, has been developed to align with Connecticut's Common Core of Teaching (CCT) and to reflect the content of its domains and indicators. The CCT has defined for Connecticut's educators key aspects of effective teaching, correlated with student learning and achievement, which have been evidenced in professional literature.

The *StEPP Continuum* addresses several principles that are essential components of effective teacher performance and practice. These principles are explicitly embedded in the *StEPP Continuum* as observable practices, and teachers and evaluators are required to reflect on these practices during pre- and post-observation conferences and self-evaluations. The overarching principles of the *StEPP Continuum* are:

- *Diversity* as enrichment of educational opportunities for all students;
- *Differentiation* as a necessity for success and equal opportunities for all students;
- *Purposeful use of technology* as a pathway to access to learning for all students;
- *Collaboration* as essential to producing high levels of learning for all students;
- *Data collection and analysis* as essential to informing effective planning, instruction, and assessment practices that enhance student learning;
- *Professional learning* as integral to improved student outcomes.

Key attributes of teacher performance and practice outlined in the CCT are reflected in the descriptors of the Indicators within the *StEPP Continuum*, so that evaluators and teachers may understand how these attributes apply in practice, observations, and evaluation. Teacher lesson plans and associated documentation, pre-observation, post-observation, and teacher self-reflection forms and related conversations, as well as non-classroom reviews of practice, all provide rich data related to the CCT standards and the effectiveness of teachers' performance and practice.

EASTCONN evaluators will use the *StEPP Continuum* to guide data collection from three sources: teacher conferences, classroom observations/reviews of practice, and artifacts aligned to specific Domains.

Teacher Focus Area Setting for Performance and Practice

In preparation for instructional planning and Goal-setting Conferences with evaluators, teachers will analyze their student data and use the *StEPP Continuum* to reflect on their own practices and their impact on student growth. Based on that reflection, teachers will develop a performance and practice focus area to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. Teacher practice focus areas will not be evaluated, but should result in improvements in teacher knowledge and skills, which will be evidenced in observations of teacher performance and practice.

Data-Informed Observation of Teacher Performance and Practice (40%)		
<u>SOURCES OF DATA</u>	<u>EXAMPLES OF DATA</u>	<u>IMPORTANCE OF DATA</u>
<u>Conferences</u>	<ul style="list-style-type: none"> • <u>Conversation and artifacts that reveal the teacher has an understanding of content, students, strategies, and use of data</u> • <u>Teacher’s use of data to inform instruction, analyze student growth and set appropriate learning goals</u> 	<ul style="list-style-type: none"> • <u>Provides opportunities for teachers to demonstrate cause and effect thinking.</u> • <u>Provides opportunities for evaluator learning in content, systems effectiveness, and priorities for professional learning.</u> • <u>Provides context for observations and evaluation.</u>
<u>In-class formal observations</u>	<ul style="list-style-type: none"> • <u>Teacher-student, student, student-student conversations, interactions, activities related to learning goals</u> 	<ul style="list-style-type: none"> • <u>Provides evidence of teacher’s ability to improve student learning and promote growth.</u>
<u>Non-classroom reviews of practice</u>	<ul style="list-style-type: none"> • <u>Teacher reflection, as evidenced in pre- and post-conference data</u> • <u>Engagement in professional learning opportunities, involvement in action research</u> • <u>Collaboration with colleagues</u> • <u>Ethical decisions</u> 	<ul style="list-style-type: none"> • <u>Provides evidence of teacher as learner, as reflective practitioner, and as leader.</u>

Observation of Teacher Practice

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow program leaders to understand more about the nature of learning and instruction in our programs. Additionally, feedback from observation provides individual teachers with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. Annually, administrators will engage in professional learning opportunities, including online options and collaborative sessions, which will develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with teachers.

Evaluators and other instructional leaders use a combination of formal and informal, announced and unannounced observations to:

- gather evidence of and facilitate professional conversation regarding the quality of teacher practice;
- provide constructive oral and written feedback of observations that is timely and useful for educators;
- provide information for the on-going calibration of evaluators and evaluation practices.

In addition to in-class observations, non-classroom reviews of practice will be conducted. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.

The Professional Learning and Evaluation Program also establishes opportunities for teachers to participate in informal, non-evaluative observations of teacher practice for the following purposes: to enhance awareness of teaching and learning practices in our programs; to create opportunities for problem-based professional learning projects and action research to improve student learning; and to enhance collaboration among teachers and administrators in advancing the vision and mission of their programs.

The table on the following page summarizes the frequency of observations of practice for teachers.

OBSERVATION FREQUENCY*

<u>Performance Designation</u>	<u>Teach less than 8 hours per week</u>	<u>Teach 8-24 hours per week</u>	<u>Teach more than 24 hours per week</u>
<u>New hire- first year</u>	<u>1 formal, 1 informal, AND/OR 1 review of practice</u>	<u>1 formal, 1 informal, AND 1 review of practice</u>	<u>3 formal, informal as appropriate, AND 1 review of practice</u>
<u>New hire-second year</u>	<u>1 formal OR informal AND 1 review of practice</u>		<u>3 formal, informal as appropriate, AND 1 review of practice</u>
<u>Teachers who have completed 2 or more years and designated as Below Standard and/or Developing</u>	<u>Minimum: 3 formal, informals as appropriate, AND 2 reviews of practice</u> <i>Participation in Professional Assistance Support System is at the discretion of the administrator.</i>		
<u>Teachers who have completed 2 or more years and designated as Effective or Exemplary</u>	<u>Minimum: 1 informal OR 1 review of practice</u>	<u>CYCLE: Year 1</u> <u>Minimum: 1 formal AND 1 review of practice</u>	<u>1 formal, informal as appropriate, AND 2 reviews of practice</u>
		<u>CYCLE: Year 2/3</u> <u>Minimum: 1 informal AND 1 review of practice</u>	

*** Evaluator has the right to place an employee hired on or after January 1 on a modified observation frequency cycle for the remainder of that school year.**

Definitions:

- A formal observation is a scheduled observation that lasts at least 30 minutes and includes both a pre-conference and a post-conference, and which includes timely written and verbal feedback.**
- An informal observation is not scheduled with the teacher, lasts about 10 minutes, and is followed by timely written and/or verbal feedback.**
- A review of practice can happen in staff meetings, curriculum development meetings, data review meetings, lesson planning meetings, professional development meetings, conferences, etc.**

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each program year. After gathering and analyzing evidence for Indicators within each of the Domains, evaluators will use the StEPP Continuum to initially assign ratings of Below Standard, Developing, Effective or Exemplary. Ratings will be made at the Domain level only.

Once Domain ratings have been assigned, evaluators will use the Rating Guidelines for Observation of Teacher Performance and Practice to assign a rating for Teacher Performance and Practice (40%).

<u>Ratings Guidelines for Observation of Teacher Performance and Practice</u>		
<u>Rating</u>	<u>Criteria for educators teaching 8 or more hours per week</u>	<u>Criteria for educators teaching less than 8 hours per week</u>
<u>Exemplary</u>	<u>Minimum of three exemplary ratings at the domain level and no ratings below effective</u>	<u>Minimum of three exemplary ratings at the domain level and no ratings below effective</u>
<u>Effective</u>	<u>Minimum of three effective ratings at the domain level and no rating of below standard</u>	<u>Minimum of three effective ratings at the domain level and no rating of below standard</u>
<u>Developing</u>	<u>Minimum of two effective rating at the domain level and not more than one rating below standard</u>	<u>Minimum of two effective rating at the domain level and not more than one rating below standard</u>
<u>Below Standard</u>	<u>Two or more ratings at the domain level below standard</u>	<u>Two or more ratings at the domain level below standard</u>

Evaluator Professional Learning and Proficiency

The Domains and Indicators of the StEPP Continuum guide formal observations of classroom practice. Evaluators participate in extensive professional learning and are required to be Effective in the use of the StEPP Continuum for educator evaluation. Professional learning is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the StEPP in observations and evaluation. Formal observations include pre- and post-conferences 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 professional learning and successfully complete proficiency and calibration activities as needed. Evaluators will also attend two additional support sessions during the program year. To ensure consistency and fairness in the evaluation process, all evaluators must meet the proficiency standard prior to conducting teacher observations. Components will include the following:

5. face-to-face professional learning that will focus on using the *StEPP Continuum* for data collection, analysis and evaluation;
6. practice to be completed independently or as a collaborative learning activity at the program or district level;
7. calibration activities requiring evaluators to demonstrate their ability to: recognize bias; identify evidence from classroom observations, conferences and non-classroom reviews of practice that is appropriate to specific *StEPP Continuum* Indicators and Domains; gather and analyze a comprehensive set of data to assign appropriate ratings at the Domain level;
8. follow-up face-to-face professional learning to enhance evaluator conferencing and feedback skills and debrief on calibration as needed.

Evaluators will also participate in two support sessions during the program year:

3. Facilitated conversation in preparation for Mid-Year Formative Conferences
4. Facilitated conversation in preparation for End of Year Conferences

All evaluators new to EASTCONN will be required to participate in the professional learning, proficiency and support sessions described above.

All EASTCONN evaluators will be required to demonstrate proficiency in the use of the *StEPP Continuum* for educator evaluation. 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. Evaluators will be required to calibrate their ability to appropriately apply the *StEPP Continuum* by participating in district update/calibration sessions.

STUDENT FEEDBACK (10%)

Ten percent (10%) of a teacher's evaluation shall be based on student feedback, including data from surveys.

EASTCONN programs strive to meet the needs of all of the students all of the time. To gain insight into what students perceive about our ability to accomplish this, a program-wide student survey will be used. The survey instrument to be used was developed by Panaroma. Surveys will be administered online once every spring. Teachers will use the spring survey data as baseline data for the following academic year. Analysis of survey data will be conducted on a program-wide basis, with all staff engaged in the analysis, and result in one program-wide goal to which all staff will be held accountable.

Once the program determines the program-wide student feedback goal, the program will identify the strategies they will implement to achieve the program-wide goal.

Teacher ratings will be determined using a 4-level performance matrix. Ratings will be based on evidence of program's implementation of strategies to address areas of need as identified by the survey results.

WHOLE-PROGRAM STUDENT LEARNING INDICATORS (5%)

Five percent (5%) of a teacher's evaluation shall be based on whole-program student learning indicators derived from CARS data, e.g. Transition from adult education to employment, higher education, military, higher paying job, OJTS, etc.

Teachers' efforts and actions taken towards achievement of the Whole Program Learning Indicator will be discussed during the pre, mid-year, and post-conferences.

SUMMATIVE TEACHER EVALUATION RATING

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

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

Exemplary ratings are reserved for performance that significantly exceeds effectiveness and could serve as a model for teachers district-wide or even statewide.

Effective ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

Developing ratings indicate performance that has met a level of effectiveness in some indicators of performance but not others. Improvement is necessary and expected.

Below standard ratings indicates performance that has been determined to be below Effective on all components or unacceptably low on one or more indicators.

Determining Summative Ratings

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

A. TEACHER PRACTICE RATING: Teacher Performance & Practice (40%) + Student Feedback (10%) = 50%

The practice rating derives from a teacher's performance on the domains (depending on hours per week) of the *StEPP Continuum* and the student feedback target. Evaluators record a rating for the domains that generates an overall rating for teacher practice. The Student Feedback rating is combined with the Teacher Practice rating and the evaluator uses the matrix to determine an overall Teacher Performance & Practice Rating.

B. TEACHER OUTCOMES RATING: Student Growth and Development (45%) + Whole-Program Student Learning Indicators (5%) = 50%

The outcomes rating derives from the student outcome & achievement measures (SMART goals) and whole-program learning indicators outcomes. As shown in the Summative Rating Form, evaluators record a rating for the SMART goals agreed to in the beginning of the year, subject to mid-year modification. The Whole-Program Student Learning Indicator Rating is combined with the SMART goals rating and the evaluator uses the matrix to determine an overall Outcomes Rating.

C. FINAL SUMMATIVE RATING: Teacher Practice Rating (50%) + Teacher Outcomes Rating (50%) = 100%

The Summative rating combines the practice and outcomes ratings using the matrix below. If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

If upon re-examination of the data, the ratings do not change, the evaluator will use the Matrix to determine the rating.

In accordance with The CT Guidelines for Educator Evaluation, EASTCONN's Professional Learning and Evaluation Plan employs a 4-level matrix rating system, as follows:

<i>Teacher Practice Rating</i>					
		<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>	<i>Below Standard</i>
<i>Teacher Outcomes Rating</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>
	<i>Effective</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>
	<i>Developing</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Below Standard</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>	<i>Below Standard</i>

3. Annual summative evaluations must provide each teacher with a summative rating aligned to one of four performance evaluation designations: Exemplary, Effective, Developing and Below Standard.

4. In order to determine summative rating designations for each teacher, EASTCONN evaluators will:
 - E. Rate teacher performance in each of the four categories:
 5. Student Growth and Development;
 6. Observations of Teacher Performance and Practice;
 7. Parent Feedback, and
 8. Whole-Program Student Learning Indicators.
 - F. Combine the Student Growth and Development and Whole-Program Student Learning Indicator rating into a single rating, taking into account their relative weights. This will represent an overall “**Outcomes Rating**” of Exemplary, Effective, Developing, or Below Standard.
 - G. Combine the Observations of Teacher Performance and Practice rating and the Student Feedback rating into a single rating, taking into account their relative weights; this will represent an overall “**Practice Rating**” of Exemplary, Effective, Developing, or Below Standard.
 - H. 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, Effective, Developing, or Below Standard.**

Primary And Complementary Evaluators

The primary evaluator for most teachers will be the Program Coordinator or Department Administrator who will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators MUST do at least one formal observation of those teachers working with Complementary Evaluators and will have sole responsibility for assigning final summative ratings and must achieve proficiency on the professional learning modules provided.

Complementary evaluators are certified teachers who have received an Exemplary summative rating. 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 collaborating with teachers to develop smart goals, conducting observations, collecting additional evidence, reviewing

student learning data and providing additional feedback. A complementary evaluator should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Definition Of Teacher Effectiveness And Ineffectiveness

Teacher effectiveness will be based upon a pattern of summative teacher ratings collected over time. In order to be deemed effective, teachers will need to have a summative rating of Effective or Exemplary. Teachers are required to be effective within two years of being evaluated using this plan. Teachers who are not deemed effective by these criteria will be deemed ineffective.

Any teacher having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan. EASTCONN uses a 3-tiered approach for teacher support. (See **description of Teacher Professional Assistance and Support System that follows.**)

TEACHER PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM

Teachers who receive a summative evaluation rating of Developing or Below Standard will be notified in writing at a conference. Teachers will collaborate with their evaluator (or designee) in the development of a support plan. The Teacher may choose to involve their local association president (or designee). The plan will be created prior to the conclusion of the program year. The process will identify areas of improvement needed and will include supports that EASTCONN will provide to address the performance areas identified as in need of improvement

The plan must include the following components:

10. *Areas of Improvement:* Identify area(s) of needed improvement
11. *Rationale for Areas of Improvement:* Evidence from observations that show an area(s) needing improvement.
12. *Domain:* List domain rated “developing” or “below standard.”
13. *Indicators for Effective Teaching:* Identify exemplary practices in the area identified as needing improvement.
14. *Improvement Strategies to be Implemented:* Provide strategies that the teacher can implement to show improvement in any domain rated “developing” or “below standard.”
15. *Tasks to Complete:* Specific tasks the Teacher will complete that will improve performance in the domain.
16. *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.
17. *Evidence of Progress:* How the teacher will show progress towards effective/exemplary in identified domain(s) through observations, data, evidence, etc.
18. *Determination of Effectiveness:* Assessment of effective rating at the end of the action plan.

IMPROVEMENT AND REMEDIATION PLAN (60 DAYS)

The Improvement and Remediation Plan is a further 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. Based on a determination by the appropriate

administrator, the administrator and/or 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. The evaluator will provide consistent supervision and monitoring as outlined in the plan.

At the end of the remediation period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that teacher to a normal plan phase. If the teacher demonstrates he/she is no *Effective*, the evaluator will the option of either moving the Teacher into an Intensive Intervention Plan (30 Program days) or recommend termination of employment to the Superintendent/Board of Education. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

INTENSIVE INTERVENTION PLAN (30 DAYS)

The Intensive Intervention Plan is the final attempt and is implemented after the Improvement and Remediation Plan to provide the supports necessary to meet the requirements of the position. The teacher, evaluator, and/or 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. 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 *Effective* or better, the evaluator will designate placement of that teacher on the normal plan phase. If the teacher's performance is below *Effective*, the administrator 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 Executive Director for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) program days.

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LINKING EVALUATION AND PROFESSIONAL LEARNING

Evaluation-based Professional Learning

As our core values indicate, EASTCONN 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. Effective 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.

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

TENETS OF THE EASTCONN PLAN: ALIGNING STANDARDS AND PROCESSES:

- ***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 an educator, and not a thing done to a worker” (Peterson, 2000, p. 5).
 - Educator reflection on aspects of their instructional 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*]
 - Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.

- Educators 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 and effectiveness, 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 educators and teaching to emphasize their role as instructional leaders who collaborate with all educators.
 - Educators support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. [*Standards: Leadership; Resources*]
 - 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*]
 - Educators collaborate to observe instructional practices in their school and to analyze data on instruction and student growth. [*Standards: Data; Outcomes*]
 - Educators 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 effectiveness:** There is a growing research base that demonstrates that individual and collective educator efficacy (defined by Bandura, 1997, as "the group's shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments"), 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 educators are different, and evaluation-based professional learning is 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*]
- The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for educators 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

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

For educators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career educators or educators new to EASTCONN; 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 learning based on areas of need.

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