

**GRISWOLD EDUCATOR EVALUATION AND SUPPORT PLAN
2015 - 2016**

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OVERVIEW

INTRODUCTION

The Griswold Public Schools' 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). The Griswold Public Schools' 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.

CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING

The Griswold Public Schools' Professional Learning and Evaluation Program establishes high standards for the performance of teachers and administrators that ultimately lead to measureable improvement in student learning. Professional standards, including *Danielson's Enhancing Professional Practice - A Framework for Teaching (2007)*, *Common Core of Teaching (CCT) Rubric for Effective Teaching 2014*, *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 The Griswold Public Schools' 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 Griswold Public Schools' 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 *Danielson Frameworks for Teaching (FFT)* 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 parallels 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. This will promote the establishment of common, consistent vocabulary and understandings about teacher practice at all levels, among administrators and teachers, throughout the district.

The Griswold Public Schools' 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.

GRISWOLD PUBLIC SCHOOLS' 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 Griswold's schools and programs.
 - Ensure that only high-quality professionals are selected for tenure in Griswold 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.

- 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.

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 training modules provided.

Any of the district's administrators may serve as complementary evaluators OR the district may employ qualified outside complementary evaluators to assist primary evaluators in this process. Complementary evaluators must be fully trained as evaluators in order to be authorized to serve in this role, and may complete no more than two classroom observations of a teacher.

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.

Superintendent's Role in the Evaluation Process

- Assign administrators' assignments regarding teacher evaluation
- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- Serve as liaison between the Griswold Board of Education and the evaluation process.
- Be responsible for ensuring that the Professional Development 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:

Administrators

- Teachers
- Nurses
- Social Workers
- Guidance Counselors
- Psychologists
- Speech Therapists
- Occupational Therapists/COTA
- Physical Therapists
- Adaptive Physical Therapists
- Other Related Services Personnel

Superintendent

- Director of Curriculum Instruction and Assessment
- Director of Special Education and Services
- Campus Wide Director of Athletics and Activities
- Principals
- Assistant Principals

Roles and Responsibilities of Evaluators and Those Being Evaluated:

The primary purpose of educator evaluation is to strengthen individual and collective practices to improve student growth. Therefore, evaluators and those being evaluated share responsibilities for the following:

- The *Danielson Frameworks* rubrics
- The review and understanding of Connecticut's Common Core of Leading (CCL) and the Leadership Practice Rubric.
- The review and familiarity with applicable portions of Connecticut's Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goals and Standards, the CMT/CAPT Assessments (and Smarter Balanced Assessments, when available), as well as locally-developed curriculum standards.
- Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and knowledge about professional practice.

Roles of Evaluators

- Review of and familiarity with previous evaluations of those being evaluated.
- Participation in collaborative conferences with those being evaluated.
- Assistance with assessment of goals, student learning indicators, learning activities 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.

Roles of Those Being Evaluated

- 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

Training and Orientation of Teachers and Administrators

During Spring 2013 and throughout the 2013-14 school year, the district will provide to all educators several orientation and update training 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 Griswold (employed during or after the first year of implementation) will be provided with copies of the Professional Learning and Evaluating Program and will engage in training to ensure that they understand the elements and procedures of the Program, processes and documents. This training will take place upon employment or prior to the beginning of the school year with members of Griswold's Administration and/or outside consultants.

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New Educator Support and Induction

In the interest of supporting all educators in the implementation of the Program, each Griswold school will offer localized support to staff members new to the 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 *Danielson Frameworks*, *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 Griswold's Professional Learning and Evaluation Program's features, *Danielson's Framework (FFT)*, *Common Core of Leading (CCL)*, *Common Core State Standards (CCSS)*, *Standards for Professional Learning*, *Common Core of Teaching (CCT)* 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 training and support in the use and application of Griswold'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 training will be coordinated annually by Griswold's Director of Curriculum, Instruction and Assessment.

Resources for Program Implementation

Funds to provide material and training as well as time for Professional Learning options and collaboration necessary to support the successful achievement of the teachers' goals, objectives and implementation of the Evaluation Program will be allocated annually as needed.

DISPUTE RESOLUTION

The purpose of the resolution process is to secure at the lowest possible administrative level, equitable solutions or 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 informally between evaluators and those being evaluated.

In cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan, the resolution process may be implemented.

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

Procedures

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

1. Within three days of articulating the dispute in writing, the teacher will meet and discuss the matter with the evaluator with the objective of resolving the matter informally.
2. When such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee which will meet as soon as possible. The superintendent and the collective bargaining unit for the district may each select on representative from the Professional Development and Evaluation Committee to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, within three days the issue shall be considered by the superintendent whose decision shall be binding.

Time Limits

Griswold Public Schools Professional Learning and Evaluation Plan
BOE Approved April 22, 2013; Revised June 3, 2013; Revised October 28, 2013;
May 14, 2014; April 29, 2015

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 a teacher does not initiate the appeals procedure within 5 working days of acknowledged receipt of evaluation materials, the teacher shall be considered to have waived the right of appeal.

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

TEACHER EVALUATION PLAN

OVERVIEW

The Griswold Public Schools' 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. 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 (PASS), 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 Griswold's Professional Learning and Evaluation Program are defined using the four domains and their indicators of the *Danielson Frameworks* (FFT, 2007). Levels of practice used in this evaluation process are: ***Exemplary; Proficient; Developing; Below Standard.***

Core Requirements of the Evaluation Program

Griswold Public Schools Professional Learning and Evaluation Plan
BOE Approved April 22, 2013; Revised June 3, 2013; Revised October 28, 2013;
May 14, 2014; April 29, 2015

Griswold'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 Griswold'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:
 1. the Danielson FFT.
 2. administrator, school, and district priorities that should be reflected in teacher performance and practice goals.
 3. development of Student Learning Objectives (SLO) related to student outcomes and achievement.
 4. data regarding whole-school indicators of student learning.
 5. self-assessment processes and purposes.
 6. data collection, including types of data and processes for collection and analysis.
 7. access to the online evaluation 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 tests, 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 goals, and the *Danielson FFT*. The teacher will draft the following goals:

- a) **one Student Learning Objective (SLO)** with multiple Indicators of Academic Growth and Development (IAGDs) for student growth, which will which will comprise 45% of a teacher’s summative evaluation. At least one IAGD must be focused on Smarter Balanced Assessment – if individual student measurement becomes available otherwise one IAGD must be focused on a school-wide or a department-based standardized test, and shall be determined through the comparison of data across assessments administered over time. In addition, at least one IAGD must be focused on a non-standardized assessment (portfolio, performance, team assessment).
- b) **a performance and practice goal**, based on student performance data, whole-school climate or learning data, teacher reflection and previous year’s evaluator observations and review of the *Danielson FFT*;
- c) **a goal aligned with a whole-school goal** determined by the school administrator based on data from **parent feedback**; and
- d) **a goal based on whole school indicators of student learning** for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

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

- *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 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 	<ul style="list-style-type: none"> • Class List • Standardized and Non-Standardized Data (based on the teacher’s class) • School-Level Data • Danielson FFT rubrics
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• Survey Data	
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* In year one of the implementation of the new evaluation program, teachers will be encouraged to set one year goals related to professional learning and practice. At the end of year one, teachers may choose to set multi-year goals.

- **Observations of practice (by November 30, January 30, and April 30)**

Evaluators will observe teacher practice in formal and informal in-class observations and non-classroom reviews of practice throughout the school year, with frequency based on the year of implementation of the plan and the teacher’s summative evaluation rating (see Observation Schedule on p. 18)

- **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 interim conference and summative review.

- **Interim Conference (by February 15) or by April 15 to accommodate second semester in high school) :**

- a. The evaluator and teacher will hold at least one 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 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 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.

2. End-of-year summative review (by June 10):

- a. *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 *FFT* and established in the goal-setting conference.

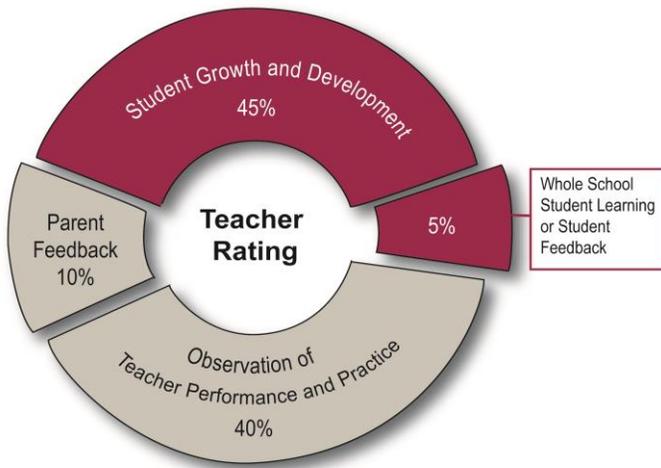
- b. *The self-assessment* should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.
- c. *End-of-year conference* - The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will discuss the extent to which students met the goals and how the teacher's performance and practice focus contributed to student outcomes and professional growth. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.
- d. *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.

3. Summative rating revisions (by August 15)

- a. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data have a significant impact on a final rating. A final rating may be revised when state test data are available, before August 15 of a school year.

COMPONENTS OF TEACHER EVALUATION AND RATING

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



CATEGORIES RELATED TO STUDENT GROWTH AND DEVELOPMENT

CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)

Forty-five percent (45%) of a teacher's evaluation will be based on achievement of student learning outcomes defined by teacher-created goal(s) that are aligned with both standardized and non-standardized measures. Teachers are required to develop **at least one Student Learning Objective (SLO)** related to student growth and development.

- Each SLO will measure one of the district goals and have multiple indicators of Academic Growth and Development (IAGDs) to include:
- One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of

data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can only be used 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 indicator will select, through mutual agreement, subject to the local dispute-resolution procedure, an additional non-standardized indicator.

- For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.
- For the 2015-16 academic year, the required use of state test data is suspended, pending federal approval.
- For the other half (22.5%) of the indicators of academic growth and development, there may be:
 - A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure.
 - A minimum of one non-standardized indicator. This may include:
 - Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
 - Other curricular benchmark assessments.
 - Student portfolios of examples of work in content areas, collected over a single school year and reviewed annually.
- Goals for all personnel must demonstrate alignment with district and school-wide student achievement priorities.

Goal Setting

Teachers' SLO(s) must 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. **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-Bound. Teachers will write the indicators in SMART goal format that will address targeted areas for student growth and/or achievement.

Griswold Public Schools Professional Learning and Evaluation Plan

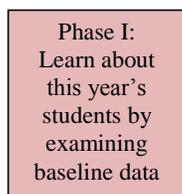
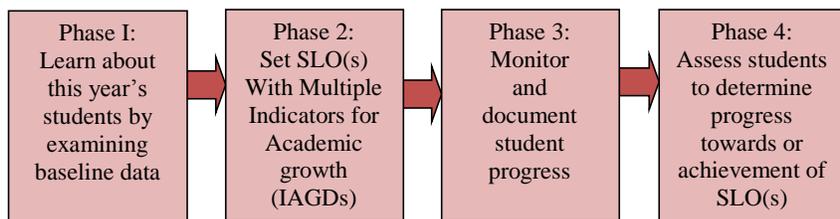
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Each SMART goal indicator will:

1. take into account 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.

Student Learning Objectives and Student Progress

The following diagram illustrates the processes involved in establishing and assessing SLO(s) for student learning.



To write meaningful and relevant Student Learning Objectives (SLO(s)) 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 learn as much as they can about the students they teach, be able to document baseline data that they have used to determine their instructional focus and be able to write SLO(s) 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 SLO(s) with
Multiple Indicators
for Academic
Growth (IAGDs)

Each teacher will write at least one Student Learning Objective (SLO). Teachers whose students take a state assessment will create at least one Indicator for Academic Growth based on that assessment to include multiple interim assessments and at least one Indicator for Academic Growth based on a non-standardized assessment. All other teachers may develop their Indicators based on non-standardized assessment or a standardized assessment, through mutual agreement, where available and appropriate.

Each Indicator for Academic Growth should make clear:

1. what evidence was or will be examined.
2. what level of performance 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 performance.
5. what proportion of students is projected to achieve the targeted performance level.

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

Teachers will submit their SLO(s) to their evaluator for review and approval. The review and approval process of the SLO(s) will take place during the Goal-Setting conference, on or before October 15. Evaluators will review and approve the SLO(s) based on the following criteria, to ensure they are as fair, reliable, valid, and useful to the greatest possible extent:

- **Priority of Content:** SLO is deeply relevant to teacher's assignment and addresses the most important purposes of that assignment.
- **Rigor of goal:** SLO is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).
- **Analysis of Student Outcome:** Data provides specific, measurable evidence of student outcome data through analysis by the teacher and demonstrates knowledge about students' growth and development.

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Phase 3:
Monitor and
document
student
progress

Once SLO(s) are approved, teachers must monitor students' progress toward achieving the goals.

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 Conference.

Interim Conferences - Mid-year check-ins:

Evaluators and teachers will review progress toward the SLO(s) at least once 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 teachers use. Teachers and evaluators may mutually agree to mid-year adjustments to SLO(s) for the purpose of accommodating significant changes in student population or teaching assignment. The Mid-Year Conference will take place by February 15 of the academic year (or April 30 for second semester courses in high school).

Phase 4:
Assess students to
determine progress
towards or
achievement of
SLO(s)

End-of-year review of Student Learning Objectives/ Student Outcomes and Achievement:

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 SLO(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 4 performance level designations shown in the table below. If state test data may have a significant impact on a final rating, a final rating may be revised before August 15 when state test data are available.

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

Exceeded (4)	Exceeded SLO(s) by 10% margin or higher.
Met (3)	Met the SLO(s).
Partially Met (2)	Did not meet the SLO(s) by less than a 10% margin.
Did Not Meet (1)	Did not meet the SLO(s) by 11% or greater.

To arrive at a rating for each SLO, the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and score the achievement of the SLO/goals holistically.

The final rating for Category 1: Student Outcomes and Achievement rating for a teacher is the average of their indicator scores. For example, if one indicator was Partially Met, for 2 points, and the other indicator was Met, for 3 points, the student growth and development rating would be 2.5 $[(2+3)/2]$. The individual Student Learning Objective ratings and final Student Outcomes and Achievement rating will be shared and discussed with teachers during the End-of-Year Conference.

NOTE: For Student Learning Objectives (SLO(s)) that include an assessment based on state standardized tests, final results may not be available in time to score the goal prior to the June 30 deadline. If this is the case, the teacher's student growth and development rating will be based only on the results of the SLO(s) that is based on non-standardized indicators.

Training for Teachers and Evaluators

Specific training will be provided to develop evaluators' and teachers' data literacy and creation of the SLO(s) with corresponding Indicators for Academic Growth by which teachers will be evaluated. The training session 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 training will include, but not be limited to:

SMART Goal Criteria for development of Indicators for Academic Growth: 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 (indicators) 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 training to ensure a standardized approach to the documentation of student learning outcomes and achievement. Should additional training be needed, it will be decided on a case-by-case basis at the school or individual level.

“Pending U.S. Department of Education’s approval of CT’s request for flexibility on the use of student test data in 2013-14, Griswold will not require that 22.5% of a teacher’s summative rating incorporate state test data. Alternatively, the 45% student growth and development component will be composed of 22.5% standardized assessments for those grades and subjects where available and appropriate and the other 22.5% will be based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator (in accordance with the Guidelines).

For the 2014-15 school year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC’s flexibility recommendation on January 29, 2014 and the State Board of Education’s action on February 6, 2014.

CATEGORY 2. WHOLE-SCHOOL STUDENT LEARNING INDICATORS (5%)

Five percent {5%} of a teacher’s evaluation shall be based on whole-school student learning indicator established for each school. The teacher’s rating shall be equal to the aggregate rating for multiple learning indicators established for the principal’s evaluation rating at that school. For most schools, this will be based on the school-performance index (SPI) and progress on SLO targets, which correlates to the whole-school learning on the administrator’s evaluation (45% of the administrator’s final rating). The following scale is used to determine the administrator’s rating, which determines each teacher’s rating on the whole school indicators.

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

Pending U.S. Department of Education’s approval of CT’s request for flexibility on the use of student test data in 2013/14, Griswold will not require that the administrator’s student

learning component incorporate SPI progress. Therefore, this rating will be based on the administrator's aggregate progress on SLO targets, which will correlate to the full student learning rating on an administrator's evaluation (equal to the 45% component on the administrator's final rating)."

CATEGORIES RELATED TO TEACHER PERFORMANCE AND PRACTICE

CATEGORY 3: TEACHER PERFORMANCE AND PRACTICE (40%)

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

The Standards for Educator Performance and Practice

The *Danielson FFT*, which observers will use in conducting teacher observations and reviews of practice, is based on relevant research on effective instructional practices that improve student learning and achievement that can be observed and applied in appraisals of teachers.

Key descriptors of teacher performance and practice outlined in the *FFT* are reflected in the descriptors of the Indicators within the *FFT* 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 these standards and the effectiveness of teachers' performance and practice.

Teacher Goal 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 *FFT* to reflect on their own practices and their impact on student performance. Based on that reflection, teachers will develop a performance and practice goal to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. Teacher practice goals 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

Griswold evaluators will use the *FFT* to guide data collection from three sources: teacher conferences, classroom observations and reviews of practice.

Over the course of the school year, evaluators will gather evidence for all Indicators and Domains of the *FFT* 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.

Data-Informed Observation of Teacher Performance and Practice (40%)		
SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Conferences	Data related to all 4 domains <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 performance 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 observations	Data related to Domains 1-3 <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	Data related to Domains 1-4 <ol style="list-style-type: none"> 1. Teacher reflection, as evidenced in pre- and post-conference data. 2. Engagement in professional development opportunities, involvement in action research. 3. Collaboration with colleagues 4. Teacher-family interactions 	<ul style="list-style-type: none"> • Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.

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 feedback from observation provides individual teachers with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. Annually, evaluators will engage in professional learning opportunities, including online options and collaborative sessions that 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:

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

Evaluators may differentiate the number of observations based on experience, prior ratings, needs and goals of individual teachers.

In addition to formal conferences for goal-setting and performance review and formal observations, informal observations of teachers by evaluators may 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.

- In year one of the Plan implementation, all teachers will receive at least three in-class formal observations. At least two of the three observations will include a pre-conference and a post-conference with timely written and verbal feedback. At least one non-classroom review of practice will be conducted for all teachers.
- In subsequent years of the Plan implementation, teachers who receive a summative performance evaluation designation of below standard or developing for the previous year will receive a number of observations appropriate to their individual development plan, but no fewer than three in-class formal observations. Each of the three observations will include a pre-conference and a post-conference with timely written and verbal feedback. At least one non-classroom review of practice will be conducted for all teachers.
- In subsequent years of the Plan implementation, first and second year teachers shall be evaluated with a minimum of three in-class formal observations with at least two pre-conference and three post conferences with timely written and verbal feedback. At least one non-classroom review of practice will be conducted for all teachers.
- In subsequent years of the Plan implementation, teachers who receive a summative performance evaluation designation of proficient or exemplary for the previous year and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year.

OBSERVATION SCHEDULE

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
FIRST YEAR OF PROGRAM IMPLEMENTATION		
All Teachers	At least three in-class formal observations	At least two must have pre-conference; all must have post-conference
	May include in-class informal unannounced observation	Feedback will be verbal and/or written.
	At least one review of practice, with a mutually agreed upon area of practice	
SECOND YEAR OF PROGRAM IMPLEMENTATION AND BEYOND		
1st and 2nd Year Teachers Teachers Designated Below Standard or Developing New Griswold Employees	Three in-class formal observations	At least two must have pre-conference; all must have post-conferences.
	May include in-class informal unannounced observation	Feedback will be verbal and/or written.
	At least one review of practice, on a mutually agreed upon area of practice	
Teachers with Three or More years and designated as Proficient or Exemplary	One in-class formal observation no less frequently than once every three years; and three informal in-class observations in all other years	In-class formal observation must have pre and post-conferences; all must have feedback.
	One review of practice, with a mutually agreed upon area of practice	Feedback for review of practice will be verbal and/or written.

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for all Indicators within each of the Domains 1-4, evaluators will use the *rubrics* to initially assign ratings of Below Standard, Developing, Proficient 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.

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 proficient
Proficient	Minimum of three proficient ratings at the domain level and no rating below standard
Developing	Minimum of 2 proficient 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 TRAINING AND PROFICIENCY

Formal observations of classroom practice are guided by the Domains and indicators of the *FFT*. Evaluators participate in extensive training and are required to be proficient in the use of the *FFT* for educator evaluation. Training is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the *FFT* 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.

In the first year of implementation of Griswold's Professional Learning and Evaluation Program, all evaluators will be required to participate in a minimum of 5 days of initial training, including the successful completion of online proficiency activities. 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 training that will focus on:
 - using the *FFT* for data collection, analysis and evaluation.
 - introducing participants to the online practice and proficiency system.
2. Online practice to be completed independently or as a collaborative learning activity at the school or district level.
3. Online proficiency comprised of two proficiency 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 *FFT* 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 training to:
 - enhance evaluator conferencing and feedback skills.
 - debrief on proficiency as needed.

In the first year of implementation, evaluators will also participate in two support sessions during the school year:

1. Preparation for Mid-Year Conferences.
2. Preparation for End of Year Conferences.

After the first year of implementation, all evaluators new to Griswold will be required to participate in the training, proficiency and supports sessions described above.

All Griswold evaluators will be required to demonstrate proficiency in the use of the *FFT* for educator evaluation bi-annually. 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. In the second year of proficiency, evaluators will be required to calibrate their ability to appropriately apply the *FFT* by participating in district update/calibration sessions.

CATEGORY 4. PARENT FEEDBACK (10%)

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

Early in the spring, the Superintendent will conduct parent surveys and focus groups to collect data from parents relative to the individual schools’ success in meeting the district and school mission and goals. All surveys will be anonymous, on-line surveys and will demonstrate fairness, reliability, validity and usefulness. The superintendent and principals will analyze the data to determine specific school-based goals to which all certified staff will be held accountable.

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

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

SUMMATIVE TEACHER EVALUATION RATING:

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

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

The performance levels shall be defined as follows:

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

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

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

- Rate teacher performance in each of the four Categories:
 - Student Outcomes and Achievement (45%);
 - Whole-School Student Learning Indicators (5%);
 - Observations of Teacher Performance and Practice (40%);
 - Parent Feedback (10%).

OUTCOMES RATING: Student Outcome & Achievement (45%) + Whole-School Student Learning Indicators (5%) = 50%

- 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, Proficient, Developing, or Below Standard.

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

- 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, Proficient, Developing, or Below Standard.

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

- Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, teachers will be assigned a summative rating category of **Exemplary, Proficient, Developing, or Below Standard**.

The 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 teacher 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 his/her professional judgment and the Matrix to determine the rating.

Teacher Practice Rating					
		Exemplary	Proficient	Developing	Below Standard
Teacher Outcomes Rating	Exemplary	Exemplary	Exemplary	Proficient	Gather Further Information
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing
	Below Standard	Gather Further Information	Developing	Developing	Below Standard

Exemplary ratings are reserved for performance that substantially exceeds indicators of performance and could serve as a model for teachers district-wide or even statewide. Few teachers are expected to consistently demonstrate *exemplary* performance on all indicators.

Proficient ratings represent meeting indicators of performance and is fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

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

Below standard ratings indicates performance that is not meeting indicators of performance and has been determined to be below proficient on all components or unacceptably low on one or more indicators.

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 Proficient or Exemplary. Teachers are required to be effective within two years of being evaluated using this plan.

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. PASS is a tiered approach to teacher support.

After one year of participating in PASS, a teacher receiving such support will be expected to have a summative rating of Proficient or Exemplary. Teachers who do not receive a summative rating of Proficient or Exemplary after one year of participation in PASS may be placed on the PASS Intensive Remediation Plan for 60-90 days.

Both tiers of PASS are described in a separate section of the Griswold Public Schools Professional Learning and Evaluation Plan.

EDUCATION SPECIALIST EVALUATION PLAN

OVERVIEW

Griswold'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 Griswold district-wide) learning goal outcomes through effective collaboration among educators.
- improve the quality of instruction by ensuring accountability for learner outcomes and educational 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 counselors, library/media specialists, school psychologists, social workers, education staff developers, and others with specialized training who offer a broad range of services. Griswold's education specialists may work exclusively within a single school or district-wide.

Education Specialist Position Categories:

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

Who Evaluates Education Specialists?

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

- 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 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 education specialists. In observations of practice, evaluators will use the domains and indicators outlined in the *FFT* that have been adapted for evaluation of education specialists.

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 education 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/Cod eofEthics.pdf

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

EDUCATION SPECIALIST EVALUATION PROCESS AND TIMELINE

The process for the evaluation of education specialists is consistent with that of Griswold'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,

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- a support system for providing assistance when needed.

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

1. Orientation –(by September 15):

2. To begin the annual evaluation process, evaluators meet with education 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 *FFT*.
 - b. School and district priorities that should be reflected in specialists' performance and practice goals.
 - c. Student Learning Objectives (SLO) related to learner outcomes.
 - d. Data regarding whole-school indicators of student learning (for specialists assigned to schools).
 - 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)

3. Goal-setting Conference – (by October 15):

- *Education Specialist Reflection*—In advance of the Goal Setting Conference, the education 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, etc.), prior year evaluation and survey results, previous professional learning goals, and the professional standards for their area of practice and the *FFT*. The educational specialists will draft the following goals, specific to their assignments:

Education specialists will establish:

1. **One Student Learning Objective (SLO)** with multiple Indicators of Academic Growth and Development (IAGDs) for student growth, which will which will comprise 45% of a teacher’s summative evaluation. At least one IAGD must be focused on Smarter Balanced Assessment – if individual student measurement becomes available otherwise one IAGD must be focused on a school-wide or a department-based standardized test, and shall be determined through the comparison of data across assessments administered over time. In addition, at least one IAGD must be focused on a non-standardized assessment (portfolio, performance, team assessment).
2. **One professional practice goal**, based on data from education specialist reflection and evaluator observations, which will comprise 40% of their evaluation;
3. **One goal for improving outcomes based on data from parent 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
4. **One goal based on whole school indicators of student learning** for the school year, which will comprise 5% of their evaluation. The education specialist may collaborate with other educators or teams to support the goal-setting process.

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 	<ul style="list-style-type: none"> • Standardized and Non-Standardized Data (based on the education specialist’s role and caseload) • School-, District- or Agency-Level Data • Observation data based on the <i>FFT</i> and professional standards documents

<ul style="list-style-type: none"> • Survey Data • RBA question responses, with data 	
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- **Observations of practice (by November 30, by January 30, and by April 30)**
 - Evaluators will observe education specialists' practice in formal and informal in-class observations or non-classroom reviews of practice throughout the school year, with the frequency schedule based on the year of implementation of the plan or the specialist's previous year's summative evaluation rating, where available.
- **Evidence collection and review (throughout school year):**
 - The education specialist collects evidence about his/her practice and outcomes related to the SLO that is relevant to the agreed-upon professional goals. The evaluator also collects evidence about specialist practice for discussion in the interim conference and summative review.
- **Interim Conference/Mid-year Check-Ins (by February 15) :**
 - The evaluator and specialist will hold at least one mid-year conference. The conference should focus on processes and 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. The conference will allow both the specialist and evaluator to make explicit connections between the practice and practice component and the Student Learning Objective component of the evaluation program. If necessary, specialists and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SLO(s) to accommodate changes (e.g., student populations, assignment). They also discuss actions that the specialist can take and support the evaluator can provide to promote the specialist's growth in his/her development areas.
- **End-of-year summative review (by June 10):**
 - **Education specialist self-assessment** - The specialist 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 established in the goal-setting conference.

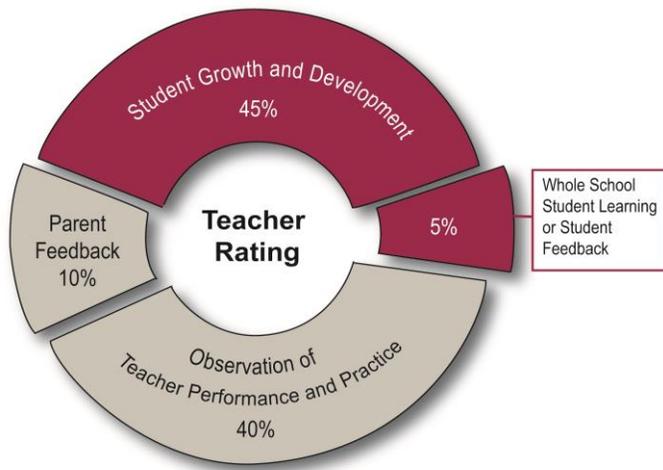
- **End-of-year conference** - The evaluator and the education specialist meet to discuss all evidence collected to date. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.
- **Rating**—The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating.

- **Summative rating revisions (by August 15)**

For those specialists assigned to schools/districts: After all data, including state test data, are available, the evaluator may adjust the summative rating for education specialist who have students who participate in state testing and who are directly responsible for designing instruction. If the state test data may have a significant impact on a final rating, a final rating may be revised when state test data are available, before August 15 of a school year.

COMPONENTS OF EDUCATION SPECIALIST EVALUATION AND RATING

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



CATEGORIES RELATED TO STUDENT GROWTH AND DEVELOPMENT

CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)

One Student Learning Objective, addressing student outcome and achievement objectives for those specialists with student caseloads, which will comprise 45% of the education specialist summative evaluation;

Forty-five percent (45%) of a specialist's evaluation will be based on achievement of student learning outcomes defined by specialist-created goals that are aligned with both standardized and non-standardized measures. Education specialists are required to develop **at least one Student Learning Objective (SLO)** related to the growth and development of student assigned to their caseloads.

- Each SLO will measure one of the district goals and have multiple indicators of Academic Growth and Development (IAGDs) to include:
- One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those

teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can only be used 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 indicator will select, through mutual agreement, subject to the local dispute-resolution procedure, an additional non-standardized indicator.

- Specialists may also base the standardized IAGD on other standardized, norm- or criterion-referenced tests, where applicable and available.
- For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.
- For the other half (22.5%) of the indicators of academic growth and development, there may be:
 - A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure.
 - A minimum of one non-standardized indicator:
 - Sources for the development of SLO(s) based on non-standardized indicators may include:
 - Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
 - Other curricular benchmark assessments.
 - Student portfolios of examples of work in content areas, collected over time and reviewed annually.
- SLO(s) for all personnel must demonstrate alignment with school-wide student achievement priorities (see Appendix I for examples of Standardized and Non-Standardized Indicators for Academic Growth and Development).

Goal Setting

Griswold specialist's SLO(s) address the learning 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, Griswold Public Schools Professional Learning and Evaluation Plan

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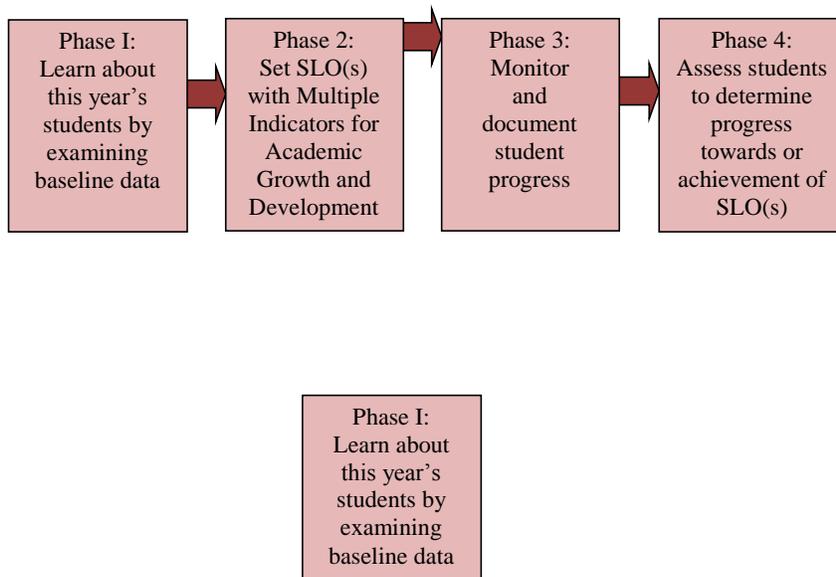
Measurable, Attainable, Relevant, and Time-Bound. Education specialists will write the indicators in SMART goal format that will address targeted areas for student growth and/or achievement.

Each SMART goal indicator will:

1. take into account 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' learning needs vis-à-vis relevant baseline data.
5. consider Public School Information System (PSIS) factors.
6. be mutually agreed upon by specialist and their evaluator.
7. be fair, valid, reliable and useful to the greatest extent possible.

Student Learning Objectives and Student Progress

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



To write meaningful and relevant Student Learning Objectives (SLO(s) 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)
- Behavior data (absences, referrals, IEPs, etc.)
- Program data (interventions, participation in programs, etc.)
- Perceptual data (learning inventories, anecdotal)

Specialists must learn as much as they can about the students they teach, be able to document baseline data that they have used to determine their instructional focus and be able to write SLO(s) 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 SLO(s) with
Multiple Indicators
for Academic
Growth and
Development

Each specialist will write at least one Student Learning Objective (SLO). Specialists whose students take a state assessment will create one Indicator for Academic Growth based on that assessment and at least one Indicator for Academic Growth based on a non-standardized assessment. All other teachers may develop their Indicators based on non-standardized assessments.

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

Education specialists will submit their SLO(s) to their evaluator for review and approval.

The review and approval process of the SLO(s) will take place during the Goal-Setting

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conference, on or before October 15. Evaluators will review and approve the SLO(s) based on the following criteria, to ensure they are as fair, reliable, valid, and useful to the greatest possible extent:

- **Priority of Content:** SLO is deeply relevant to the education specialist’s assignment and address a large proportion of his/her students.
- **Rigor of goal:** SLO is obtainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).
- **Analysis of Student Outcome:** Data provides specific, measurable evidence of student outcome data analysis and demonstrates knowledge about students' growth and development. Once SMART goals are approved, specialists must monitor students’ progress toward achieving student learning SMART goals.

Phase 3:
Monitor and
document
student
progress

Specialists may monitor and document student progress through:

- Examination of student work
- Administration of various assessments
- Tracking of students’ accomplishments and struggles

Specialists may choose to share their interim findings with teaching colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress. Artifacts related to the specialist’s monitoring practices can be reviewed and discussed during the Mid-Year Conference.

Interim Conferences - Mid-year check-ins:

Education specialists and teachers will review progress toward the goals/objectives at least once 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. Specialists and evaluators may mutually agree to mid-year adjustments to SLO(s) to accommodate changes (e.g., student populations, assignment). The Mid-Year Conference will take place by February 15 of the academic year (or April 30 for second semester courses in high school).

Phase 4:
Assess students to
determine progress
towards or
achievement of
SLO(s)

End-of-year review of Student Learning Objectives/Student Outcomes and Achievement:

Education Specialist Self-Assessment – The specialist reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. Specialists will reflect on the SLO(s) by responding to the following four statements:

- Describe the results and provide evidence for each indicator.
- Describe what you did that produced these results.
- Provide your overall assessment of whether the goal was met.
- Describe what you learned and how you will use that information going forward.

End of Year Conference – The specialist will collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will reflect student progress toward meeting the indicators for learning. The evidence will be submitted to the evaluator, and the specialist 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. If state test data may have a significant impact on a final rating, a final rating may be revised before August 15 when state test data are available.

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

Exceeded (4)	Exceeded SLO(s) by 10% margin or higher.
Met (3)	Met the SLO(s).
Partially Met (2)	Did not meet the SLO(s) by 10% margin.
Did Not Meet (1)	Did not meet the SLO(s) by 11% or greater.

To arrive at a rating for each indicator, the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and score the achievement of the SLO holistically.

The final rating for Category 1: Student Outcomes and Achievement rating for a teacher is the average of their indicator scores. For example, if one indicator was Partially Met, for 2 points, and the other indicator was Met, for 3 points, the student growth and development rating would be 2.5 $[(2+3)/2]$. The individual Student Learning Objective and final Student Outcomes and Achievement rating will be shared and discussed with specialists during the End-of-Year Conference.

NOTE: For SLO(s) that include an assessment based on state standardized tests, results may not be available in time to score the goal prior to the June 30 deadline. If this is the case, the specialist’s student growth and development rating will be based only on the results of the indicator that is based on non-standardized indicators.

Training for Education Specialists and Evaluators

Specific training will be provided to develop evaluators’ and specialist’s data literacy and creation of the SLO(s) by which specialists will be evaluated. The training session will support and/or enhance the abilities and skills of each specialist to communicate their goals for student learning outcomes and achievement. The content of the training will include, but not be limited to:

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SMART Goal Criteria for Indicators for Academic Growth and Development: 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 indicators to school and/or district goals
- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SLO(s).

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

Pending U.S. Department of Education's approval of CT's request for flexibility on the use of student test data in 2013-14, Griswold will not require that 22.5% of a teacher's summative rating incorporate state test data. Alternatively, the 45% student growth and development component will be composed of 22.5% standardized assessments for those grades and subjects where available and appropriate and the other 22.5% will be based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator (in accordance with the Guidelines).

For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.

For the 2015-2016 academic year, the required use of state test data is suspended, pending federal approval.

CATEGORY 2. WHOLE-SCHOOL STUDENT LEARNING INDICATORS (5%)

Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicator established for each school. The teacher's rating shall be equal to the aggregate rating for multiple learning indicators established for the principal's evaluation rating at that school. For most schools, this will be based on the school-performance index (SPI) and progress on SLO targets, which correlates to the whole-school learning on the administrator's evaluation (45% of the administrator's final rating). The following scale is used to determine the administrator's rating, which determines each teacher's rating on the whole school indicators.

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

Pending U.S. Department of Education’s approval of CT’s request for flexibility on the use of student test data in 2013-14, Griswold will not require that the administrator’s student learning component incorporate SPT progress. Therefore, this rating will be based on the administrator’s aggregate progress on SLO targets, which will correlate to the full student learning rating on an administrator’s evaluation (equal to the 45% component of the administrator’s final rating).

For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC’s flexibility recommendation on January 29, 2014 and the State Board of Education’s action on February 5, 2014.

CATEGORIES RELATED TO PROFESSIONAL PRACTICE

CATEGORY 3: PROFESSIONAL PRACTICE (40%)

A **professional practice goal**, based on data from education specialist reflection and evaluator observations, will comprise 40% of their evaluation

The FFT

The *FFT*, the observation instrument for the Professional Learning and Evaluation Program, defined for educators key aspects of effective teaching, correlated with student learning and achievement, that have been evidenced in professional literature.

The *FFT rubrics*, which observers will use in conducting teacher and education specialist observations and reviews of practice, describes the essential elements, crucial to effective practice, that can be observed and applied in appraisals of teachers and education specialists

Education Specialist Goal Setting for Performance and Practice

In preparation for instructional planning and Goal-Setting Conferences with evaluators, specialists will analyze their student data and use the *FFT* to reflect on their own practices and their impact on student performance. Based on that reflection, specialists will develop a performance and practice goal to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. Education specialist practice goals 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

Griswold evaluators will use the *FFT* 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 all Indicators and Domains of the *FFT* 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.

Observation of Education Specialist 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 feedback from observation provides individual educators with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. Annually, evaluators 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 educators.

Evaluators and 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 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.

Administrators may differentiate the number of observations based on experience, prior ratings, needs and goals of individual education specialists.

SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Conferences	Data related to all 4 domains <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 performance 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	Data related to Domains 2-4 <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	Data related to all Domains <ul style="list-style-type: none"> • Specialist reflection, as evidenced in pre- and post-conference data. • Engagement in professional development 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.

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 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.

- In year one of the Plan implementation, all education specialists will receive three formal observations. Two of the three observations will include a pre-conference and a post-conference with timely written and verbal feedback.
- In subsequent years, education specialists who receive a performance evaluation designation of below standard or developing for the previous year will receive a number of observations appropriate to their individual development plan, but no fewer than three formal observations. Each of the three observations will include a pre-conference and a post-conference with timely written and verbal feedback. At least one non-classroom review of practice will be conducted for all teachers.
- In subsequent years of the Plan, first and second year teachers shall be evaluated with a minimum of three in-class formal observations with at least two pre-conference and three post-conferences with timely written and verbal feedback. At least one non-classroom review of practice will be conducted for all teachers.
- In subsequent years of the Plan, education specialists who receive a performance evaluation designation of proficient or exemplary for the previous year and who are not first or second year teachers, shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year.

OBSERVATION SCHEDULE

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
FIRST YEAR OF PROGRAM IMPLEMENTATION		
All Education Specialists	At least three formal observations	Two have pre-conferences, all must have post-conferences.
	May include one in-class informal unannounced observation	Feedback will be verbal and/or written.
	At least one review of practice, with a mutually agreed upon area of practice	
SECOND YEAR OF PROGRAM IMPLEMENTATION AND BEYOND		
1st and 2nd Year Specialists Specialists Designated Below Standard or Developing New Griswold Employees	Three formal observations	At least two must have pre-conferences, all must have post-conferences.
	May include in-class informal unannounced observation	Feedback will be verbal and/or written.
	At least one review of practice, on a mutually agreed upon area of practice	
Specialists with Three or More years and designated as Proficient or Exemplary	One in-class formal observation no less frequently than once every three year; and three informal in-class observations in all other years.	Formal observation must have pre and post-conferences; all must have feedback.
	One review of practice, with a mutually agreed upon area of practice	Feedback for review of practice will be verbal and/or written.

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for all Indicators within each of the Domains 1-4, evaluators will use the *FFT* to initially assign ratings of Below Standard, Developing, Proficient 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 Education Specialist Performance and Practice* to assign a rating.

Ratings Guidelines for Observation of Education Specialist Performance and Practice	
Rating	Criteria
Exemplary	Minimum of three exemplary ratings and no ratings below proficient
Proficient	Minimum of three proficient ratings and no rating below standard
Developing	Minimum of two proficient ratings and not more than one rating below standard
Below Standard	Two or more ratings below standard

EVALUATOR TRAINING AND PROFICIENCY

Formal observations of classroom practice are guided by the Domains and indicators of the *FFT*. Evaluators participate in extensive training and are required to be proficient in the use of the *FFT* for educator evaluation. Training is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the *FFT* 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.

In the first year of implementation of Griswold's Professional Learning and Evaluation Program, all evaluators will be required to participate in a minimum of 5 days of initial training, including the successful completion of online proficiency activities. 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:

2. Face-to-face training that will focus on:
 - using the *FFT* for data collection, analysis and evaluation
 - introducing participants to the online practice and proficiency system.
2. Online practice to be completed independently or as a collaborative learning activity at the school or district level
3. Online proficiency comprised of two proficiency 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 *FFT* 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 training to:
 - enhance evaluator conferencing and feedback skills
 - debrief on proficiency as needed

In the first year of implementation, evaluators will also participate in two support sessions during the school year:

3. Preparation for Mid Year Conferences
4. Preparation for End of Year Conferences

After the first year of implementation, all evaluators new to Griswold will be required to participate in the training, proficiency and supports sessions described above.

All Griswold evaluators will be required to demonstrate proficiency in the use of the *FFT* for educator evaluation bi-annually. 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. In the second year of proficiency, evaluators will be required to calibrate their ability to appropriately apply the *FFT* by participating in district update/calibration sessions.

CATEGORY 4. PARENT FEEDBACK (10%)

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

Early in the spring, the Superintendent will conduct parent surveys and focus groups to collect data from parents relative to the individual schools' success in meeting the district and school mission and goals. All surveys will be anonymous, on-line surveys and will demonstrate fairness, reliability, validity and usefulness. The superintendent and principals will analyze the data to determine specific school-based goals to which all certified staff will be held accountable.

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

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

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

SUMMATIVE TEACHER EVALUATION RATING:

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

The performance levels shall be defined as follows:

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

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

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

- Rate teacher performance in each of the four Categories:
 - Student Outcomes and Achievement (45%);
 - Whole-School Student Learning Indicators (5%);
 - Observations of Teacher Performance and Practice (40%);
 - Parent Feedback (10%).

OUTCOMES RATING: Student Outcome & Achievement (45%) + Whole-School Student Learning Indicators (5%) = 50%

- 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, Proficient, Developing, or Below Standard.

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

- 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, Proficient, Developing, or Below Standard.

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

- Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, teachers will be assigned a summative rating category of **Exemplary, Proficient, Developing, or Below Standard**.

The 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 teacher 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 his/her professional judgment and the Matrix to determine the rating.

Teacher Practice Rating					
		Exemplary	Proficient	Developing	Below Standard
Teacher Outcomes Rating	Exemplary	Exemplary	Exemplary	Proficient	Gather Further Information
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing
	Below Standard	Gather Further Information	Developing	Developing	Below Standard

Exemplary ratings are reserved for performance that substantially exceeds proficiency and could serve as a model for teachers district-wide or even statewide. Few teachers are expected to consistently demonstrate *exemplary* performance on all indicators.

Proficient ratings indicate meeting indicators of performance which represent fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

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

Below standard ratings indicates not meeting indicators of performance.

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

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 Proficient or Exemplary. Teachers are required to be effective within two years of being evaluated using this plan.

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. PASS is a tiered approach to teacher support.

After one year of participating in PASS, a teacher receiving such support will be expected to have a summative rating of Proficient or Exemplary. Teachers who do not receive a summative rating of Proficient or Exemplary after one year of participation in PASS may be placed on the PASS Intensive Remediation Plan for 60-90 days.

Both tiers of PASS are described in a separate section of the Griswold Public Schools Professional Learning and Evaluation Plan.

PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS) FOR TEACHERS AND EDUCATION SPECIALISTS

The term “teacher” refers to both teachers and education specialists in the follow description of the tiers of PASS.

Teachers who receive a summative evaluation rating of Developing or Below Standard may work with their local association president (or designee) in the development of a PASS plan, in collaboration with the evaluator (or designee). The plan will be created prior to the beginning of the next school year. The PASS process will identify areas of improvement needed and will include supports that Griswold will provide to address the performance areas identified as in need of improvement. A teacher’s successful completion of participation in PASS is determined by a summative final rating of Proficient or Exemplary at the conclusion of the school year.

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. *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 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. *Indicators of Progress:* How the teacher will show progress towards proficient/exemplary in identified domain(s) through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level.

The teacher, local association president or designee, and evaluator or designee will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the division director and Executive Director. The contents of the plan will be confidential.

PASS Intensive Remediation Plan (60-90 Days)

After a full year on a PASS plan, a teacher who has not yet achieved a rating of Proficient or Exemplary will be placed on a PASS Intensive Remediation Plan. A PASS Intensive Remediation Plan is the final attempt and is implemented when, in the evaluator's judgment, the teacher is not demonstrating satisfactory progress. Its purpose is to provide the help necessary to meet the requirements of the position. The teacher, evaluator, and another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The teacher may choose to include their bargaining representative. The evaluator and/or the teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the evaluator determines to be appropriate, but will normally conclude between 60 and 90 school days. Weekly observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the teacher demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that teacher to the normal plan phase. If the teacher's performance is below *Effective*, the evaluator may recommend one extension of the plan or may recommend termination of that teacher's employment to the superintendent. Under no circumstances will the PASS process extend beyond two years.

Resolution of Differences Regarding PASS Plans

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 may refer for resolution to the subcommittee of Professional Development and Evaluation Committee. In the event the designated committee does not reach a unanimous decision, the issue shall be

considered by the superintendent who decision shall be binding. 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

Griswold's Administrator Evaluation Plan means to develop a shared understanding of leader effectiveness. GRISWOLD'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 **Proficient** administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader.
- Meeting expectations in at least 2 other areas of practice.
- Meeting 1 target related to stakeholder feedback.
- Meeting state accountability growth targets on tests of core academic subjects.
- Meeting and making progress on 2 SMART goals aligned to school and district priorities.
- Having more than 60% of teachers' proficient 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.

STEPS IN THE 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.

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

SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION

JULY	AUGUST	JANUARY	MAY	JUNE
Orientation and context setting	Goal setting and plan development	Mid-year formative review	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 and the state has assigned the school a School Performance Index (SPI) rating.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

Step 2: Goal-Setting and Plan Development by August 15

Before a school year starts, administrators will:

1. identify a target for growth on the SPI,
2. identify two SMART goals and
3. identify one stakeholder feedback target.

Administrators will then identify the two specific areas of focus for their practice ***that will help them accomplish*** their SPI targets, 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 SPI, 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 development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used.

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

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

A note on the frequency of school site observations:

- two observations for each administrator.
- four observations for any administrator new to Griswold, or who has received ratings of *developing* or *below standard*.

Step 3: Mid-Year Formative Review:

Midway through the school year there will be a formal check-in to review progress. In preparation for meeting:

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

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

Step 4: Self-Assessment:

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 themselves 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 principal's personnel file with any written comments attached that the principal requests to be added within two weeks of receipt of the report.

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

COMPONENTS OF THE ADMINISTRATOR EVALUATION PLAN

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on four categories: two categories related to student outcomes and two categories related to leadership.

CATEGORIES RELATED TO LEADERSHIP

CATEGORY #1: LEADERSHIP PRACTICE (40%)

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

Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012, which 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, **Domain 3, (Promoting Instruction for Engaged Learning) for administrators 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 administrators.

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

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

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.

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Assessing the practice of administrators other than principals and assistant

principals: For Griswold 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 1 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 administrators, inclusive of assistant principals, must conduct at least two school site observations for any administrator and will conduct at least four school site observations for administrators who are new to the district, school, the profession, or who have received ratings of *developing* or *below standard*.**
2. The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference by January 30 with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
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, proficient, 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. (Supported by the “Summative Rating Form”)

Orientation and Training Programs

During the spring of 2013, Griswold will provide a series of half-day 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 a “Proficient” administrator. Additional sessions will be provided throughout the academic year that will provide Griswold administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Program.

By July 15, Griswold will provide all evaluators of administrators with training focused on the administrator evaluation system. Training will include an in-depth overview and orientation of the 4 categories that are part of the plan, the process and timeline for plan implementation, the process for arriving at a summative evaluation, and use of My Learning Plan OASYS. One full day of training will be provided on using the Leadership Practice Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. An additional full day of training will be provided to all evaluators in conducting effective observations and providing high-quality feedback. Two additional days of training will be provided on the three other categories in the plan and in the use of My Learning Plan OASYS.

Administrators' Leadership Practice Matrix

Leadership Practice Matrix (40%)

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

CATEGORY #2: STAKEHOLDER FEEDBACK (10%)

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

To gain insight into what stakeholders perceive about administrators' 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*, and Executive Director. These surveys used both nationally and internationally, have been subjected to a rigorous vetting process that has found them to be fair, reliable, valid, and useful.

The surveys will be administered on-line and allow for anonymous responses. All Griswold administrators will collect and analyze stakeholder feedback data that will be used for Griswold Public Schools Professional Learning and Evaluation Plan

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continuous improvement. Surveys will be administered one time per year, in March. The March survey data will be used by administrators as baseline data for the following academic year.

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

Griswold will use surveys such as those developed by *Education for the Future*, as well as other surveys and focus groups.

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. By March 15, administer surveys to relevant stakeholders.
4. Aggregate data and determine whether the administrator achieved the established target.
5. Assign a rating, using the following scale:

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

CATEGORY #3: SMART GOALS (45%)

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

State Assessments (SPI)

1. School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut’s standardized assessments.
2. SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut’s standardized assessments.

NOTE: If there are no student subgroups of adequate size for reporting, the entire rating will be based on the SPI Progress rating.

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

Step 1: SPI Progress and SPI Subgroup Progress ratings are applied to give the administrator a score between 1 and 4 for each category, using the table below:

	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
SPI Progress (100% minus Subgroup %)	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
Subgroup SPI Progress (10% per Subgroup up to 50%)	Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI > 88	Meets performance targets for 50% or more of subgroups that have SPI <88	Meets performance targets for at least one sub-group that has SPI <88	Does not meet performance target for any subgroup that has SPI <88

Step 2: The scores in each category are combined, resulting in an overall state test rating that is scored on the following scale:

Exemplary	Proficient	Developing	Below Standard
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

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

For 2015-16, the required use of state test data is suspended, pending federal approval.

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, Griswold will use research-based learning standards appropriate for that administrators’ assignment (i.e., Standards for Professional Learning, American School Counselors Association, etc.).
- At least one of the measures will focus on student outcomes from subjects and/or grades not assessed on state-administered assessment.
- 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 performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

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):

- First, establish student learning priorities for a given school year based on available data.
- 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.
- The principal chooses student learning priorities for her/his own evaluation that are (a) aligned to Griswold priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
- 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.

Exemplary	Proficient	Developing	Below Standard
Met 2 SLO(s) and substantially exceeded at least 1 SLO	Met 1 SLO and made substantial progress on the second	Met 1 SLO with progress in the second OR Substantial progress made toward both SLO(s)	Met 0 SLO

- 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 Griswold Administrator Evaluation Summative Rating Form:

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

		State Assessment - SPI (22.5%)			
		Exemplary	Proficient	Developing	Below Standard
Locally-determined Portion SMART goals (22.5%)	Exemplary	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing

	Below Standard	Developing	Developing	Developing	Below Standard
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Pending U.S. Department of Education’s approval of CT’s request for flexibility on the use of student test data in 2013-14, Griswold will not require that 22.5% of the administrator’s student learning component incorporate SPT progress. Given this adjustment, the entire 45% of an administrator’s rating on student learning indicators shall be based on the locally-determined indicators. These locally determined indicators would also comprise the 5% Whole-School Student learning indicator rating for teachers.

For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC’s flexibility recommendation on January 29, 2014, and the State Board of Education’s action on February 6, 2014.

For 2015-16, the required use of state test data is suspended, pending federal approval.

CATEGORY #4: TEACHER EFFECTIVENESS OUTCOMES (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 development to feedback on performance – the principal evaluation model also assesses the outcomes of all of that work.

For assistant principals, measures of teacher effectiveness focus only those teachers they are responsible for evaluating.

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

SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

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

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 2 SMART goals aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

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

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

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

developing is expected. If, by the end of three years, performance is still *developing*, there is cause for concern.

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

Determining Summative Ratings

The process for determining summative evaluation ratings has three steps: (a) determining 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. 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 student learning measures – state test results (SPI) and SMART goals – and teacher effectiveness outcomes. In Summative Rating Form evaluators record a rating for the SMART goals agreed to in the beginning of the year. These two combine to form the basis of the overall SMART goals rating. The Teacher Effectiveness rating is combined with the SMART goals rating which the evaluator uses 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 administrator 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

Administrator Practice Rating					
		Exemplary	Proficient	Developing	Below Standard
Administrator Outcomes Rating	Exemplary	Exemplary	Exemplary	Proficient	Gather Further Information
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing
	Below Standard	Gather Further Information	Developing	Developing	Below Standard

Definition of 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 Proficient or Exemplary. Administrators are required to be effective within 2 years of being evaluated using this plan.

Any administrator having a summative rating of Developing or Below Standard after 1 year of being evaluated with this plan may be placed on an individual improvement plan.

After one year of participating in PASS, the administrator receiving support in PASS will be expected to have a summative rating of Proficient or Exemplary. Administrators who do receive a summative rating of Proficient or Exemplary after one year of PASS may be placed on an additional year of PASS. No administrators will be placed on PASS for more than 2 consecutive years.

Dispute-Resolution Process

When the evaluator and administrator cannot agree on objectives, the evaluation period, feedback or the professional development plan, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee which will meet as soon as possible. The superintendent and the collective bargaining unit for the district may each select on representative from the Professional Development and Evaluation Committee to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, within three days the issue shall be considered by the superintendent whose decision shall be binding.

ADMINISTRATOR PROFESSIONAL ASSISTANCE AND SUPPORT PLAN (PASS)

Administrators who receive a summative evaluation rating of “Developing” or “Below Standard” will be required to work with his/her evaluator (or designated PASS Administrator Performance Remediation Plan Developer) to design an administrator performance remediation plan. The plan will be created within 30 days after the completion of the summative evaluation rating conference. The administrator performance remediation plan will identify areas of needed improvement and include supports that Griswold will provide to address the performance areas identified as needing improvement. After the development of the PASS Administrator Performance Remediation plan, the administrator and evaluator will collaborate to determine the target completion date. Administrators must receive a summative evaluation rating of “Proficient” within a year of the development of his/her PASS Administrator Performance Remediation Plan. At the sole discretion of the superintendent, an administrator may be placed on PASS for up to one additional year. Under no circumstance will the PASS process extend beyond two years.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement.
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Performance Expectation*: List performance expectation rated “developing” or “below standard.”
4. *Indicators for Effective Leading*: Identify exemplar practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies the administrator can implement to show improvement in performance expectations rated “developing” or “below standard.”
6. *Tasks to Complete*: Specific tasks the administrator will complete that will improve the performance expectation.

7. *Support and Resources*: List of supports and resources the administrator can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. *Indicators of Progress*: How the administrator will show progress towards proficient/exemplar in domain through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focused on the development of a professional learning community supporting colleagues within this level. The administrator and evaluator will sign the plan. The contents of the plan will be confidential.

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

Resolution of Differences Regarding PASS

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. However, the contents of observation and evaluation reports are not subject to the grievance procedure.

EVALUATION-BASED PROFESSIONAL LEARNING

As our core values indicate, The Griswold Public Schools believe 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.

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

ALIGNING STANDARDS AND PROCESSES:

- ***Evaluation is a teacher-centered process:*** We believe that, for evaluation to improve professional practice, it is essential to “make evaluation a task managed by a teacher, and not a thing done to a worker” (Peterson, 2000, p. 5).

- Teacher 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 teachers. [*Standards: Learning Communities; Data; Outcomes*]
 - Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
 - Teachers 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 teachers 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 teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.
 - Evaluators and teachers support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. [*Standards: Leadership; Resources*]
 - 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*]
 - Teachers and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]
 - Teachers and administrators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]

● **Evaluation and professional learning must be differentiated to increase**

organizational effectiveness: There is a growing research base that demonstrates that
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individual and collective teacher 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 teachers 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 teachers 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

The Griswold Public Schools is committed to promoting a culture of excellence in the district. As a means of celebrating excellence, Griswold will provide opportunities for educator career development and professional growth based on the results of the evaluation. Educators with an evaluation of Proficient or Exemplary will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

In addition, teachers who receive summative ratings of exemplary or who receive exemplary ratings at the domain level will be offered teacher leadership opportunities such as:

- Conducting workshops in their areas of strength for other district employees,
- Facilitating professional learning communities,
- Coaching their peers,
- Having other teachers observe their classes,
- Other leadership opportunities.

In the future, the selection of teacher leadership positions such as academic leaders, team leaders, and grade level leaders will give preference to exemplary teachers.

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