
LEARN Educator Development and Performance Plan:

A Process of Support and Evaluation for All LEARN Professionals



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A Process of Support and Evaluation for LEARN Professionals**

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PART ONE: INTRODUCTION

LEARN, a regional educational service center, is a unique organization which provides both building-based and regional services to a wide array of stakeholders—schools, school district leaders, teachers, parents, and the larger community. Our mission guides our work:

LEARN initiates, supports and provides a wide range of programs and services that expand opportunities and enhance the quality of learning in the educational community. Through its leadership, resources and work with schools, students, families and other community agencies, LEARN promotes regional and statewide cooperation and provides a framework for districts to achieve their goals.

LEARN is responsible for students in our magnet schools as well as enrichment and special education programs and supplementary services throughout the region. LEARN leaders and teachers promote the success of all students by supporting and living our mission. The organization is designed to provide school based services; organizational support services; education, resources and technology services; and services for young children and families.

To meet and support all of these needs, the LEARN Educator Development and Performance Plan was derived from a collaborative effort between Directors, Assistant Directors, and teachers with an interest in strengthening our evaluation and accountability model. The model is aligned with state law and core requirements for evaluation. It has drawn from Connecticut's System for Educator Evaluation and Development (SEED), the experiences of the BEST and TEAM new teacher programs, current research on best practices, and the wisdom and practical experience of the educators in this organization. Each LEARN program and each LEARN school is unique. This common set of expectations attempts to set guidelines and expectations that cut across all of these varied settings. Although roles vary throughout the agency, this set of expectations aligns evaluation practices throughout the organization. The document addresses: 1) teacher evaluation 2) school director (administrator) evaluation, and 3) director evaluation (i.e. those not required under the law—no 092 required) who are an integral part of the LEARN Leadership team.

Purposes of Educator Evaluation

The purpose of educator evaluation is to improve and support high levels of achievement for all students by supporting and strengthening teacher and director performance and practice. This plan includes:

The Teacher Development and Performance Plan

The Administrator/Director (school-based) Development and Performance Plan

The Other LEARN Directors (program-based) Development and Performance Plan

The LEARN Educator Development and Performance Plan is grounded in a theory of action of growth and continuous improvement. It is grounded in the theory that improvement in teaching

is derived from work in the key components of the “instructional core” that is “the teacher and the student in the presence of content.” (City, Elmore, Fiarman and Teitel, 2009, p. 22). The instructional core provides the basic framework for how to intervene in the instructional process so as to improve the quality and level of student learning. The authors assert:

...There are only three ways to improve student learning at scale. The first is to increase the level of knowledge and skill that the teachers bring to the instructional process. The second is to increase the level and complexity of the content that students are asked to learn. And the third is to change the role of the student in the instructional process. That’s it. If you are not doing one of these three things, you are not improving instruction and learning. Everything else is instrumental. That is, everything that’s not in the instructional core can only affect student learning and performance by somehow influencing what goes on inside the core.” (p. 24).

At LEARN we also acknowledge that changes in context can affect the teaching/learning process and outcome.

The Instructional Core (A Framework for Improvement)

The Teacher:

Our definition of teacher expectations is clearly defined in our rubric for effective teaching described later in this document. In the instructional core, the teacher brings himself or herself into the classroom. Parker Palmer asserts: “Good teachers join self and subject and students in the fabric of life.” (p. 11) He argues that “good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.” (p. 10)

Good teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves. The methods used by these weavers vary widely: lectures, Socratic dialogues, laboratory experiments, collaborative problem solving, creative chaos. The connections made by good teachers are held not in their methods but in their hearts—meaning heart in its ancient sense, as the place where intellect and emotion and spirit and will converge in the human self.” (p. 11)

So the teacher is an integral part of the core—what they believe and what they do, what they enact and how they enact it, and how they live their daily practice in the service of helping children to grow and learn. It is both technique and the self. It is grounded in reflection.

As we work to develop our educators, the following key questions have guided us:

How will this affect teachers' knowledge and skills?

How will this affect the level of content in classrooms?

How will this affect the role of the student in the instructional process?

How will this affect the relationship between the teacher, the student, and content?

(City, et al, p. 27)

The standards and expectations in this document reflect the *Connecticut Common Core of Teaching* (2010) and *Connecticut's School Leadership Standards*, as well as our expectations for local schools and communities of practice. We designed this model to support teachers and directors at every stage of their respective careers.

The Content:

The evaluation supports the teaching of rigorous and relevant content. Teachers are expected to know the disciplines that they teach and to remain abreast of changes in state and national standards and expectations. Written curriculum provides the blueprint for what is to be taught as well as individualized plans for student learning. One function of professional development is to provide the opportunity for teachers to explore the content more deeply.

The Student:

What students are expected to know, understand, and be able to do are defined in our national, state, and local curricula. In the instructional core, we examine more precisely what it is students are asked to do, the tasks they are given, the level of difficulty of those tasks and the depth of knowledge that is expected of them. We examine how student learning is scaffolded and how and when we move toward the release of responsibility to students for their own learning. We consider their ability not only to answer questions, but also to ask the questions themselves. This element of the instructional core is not just about the tasks that students are given, but also about how the tasks address who students are, their needs, their difficulties, and their interests. It is about how the tasks serve to engage and challenge, and change students "in the presence of content."

The Context:

The instructional core does not exist in a vacuum. Each of the LEARN programs is unique and resides in an evolving set of communities. All teachers' work takes place in a school community of professionals, a community of parents, guardians and families, and a local community that is both geographical and cultural. Teaching must also be responsive to the broader state and national communities, by adhering to the expectations for magnet schools and individualized special needs programs. To that end, teacher development requires that each professional community of practice be supported by a model of continuous improvement for all educators. Developing the instructional core requires a framework for professional learning that is grounded

in ongoing reflection and addresses these diverse contexts with flexibility. But no matter what the setting, all educators are expected to reflect on their practice, to use data to inform that reflection, and then to use that learning to take intelligent action in their practice. It is an experiential cycle that is both rigorous and profound: a model of continuous improvement.

Guiding Beliefs/Core Values

The following beliefs/core values have guided the development of this plan:

- 1) We are committed to learning—our students and our own.
- 2) We know the children that we teach and personalize learning experiences to meet student needs.
- 3) We are responsible for collecting data using multiple means to analyze students' performance, and to use that data to inform planning and instruction.
- 4) We think systematically about our practice and continuously learn from our experience—we reflect on our practice both individually and collectively.
- 5) We learn from challenges, mistakes and setbacks and use that learning to inform our practice—we look for progress not perfection.
- 6) Our professional learning is driven by student learning needs, teacher needs, and research/best practices in teaching, learning, and content.
- 7) We build professional community through relational trust—reciprocal, respectful and responsive relationships and we create safe environments—psychologically, emotionally, and physically safe.
- 8) We hold ourselves accountable for demonstrating/practicing our beliefs in action.

Goals of Program

The purpose of the new evaluation model is to evaluate teacher performance fairly and accurately and to help each educator strengthen his/her practice to improve student learning. The process of evaluation has four purposes: to increase student learning, to promote effective teaching, to enhance school improvement, and to provide for accountability in the educational system.

The LEARN Educator Development and Performance Plan connects to student achievement and aligns with professional development and school improvement. The purpose of the new evaluation model is to evaluate teacher performance fairly and accurately and to help each teacher strengthen his/her practice to improve student learning. Our teacher evaluation model is founded on a set of core principles about the power of great teachers and the critical role of accountability in developing them.

The following four design principles are interdependent; each is critical in determining that evaluations meet the needs of teachers, school leaders and students.

1 Focus on Student Learning

Research continues to show that high quality classroom instruction has a greater impact on student learning than any other school-level factor. The LEARN Educator Development and Performance Plan aims to improve student learning outcomes through effective instruction and support for student and educator learning. Furthermore, through the use of a variety of data sources, teachers will organize, plan, and set goals that meet the needs of the individual student and the class. Moreover, teachers will be held accountable for the use of various types of assessment data throughout the school year to evaluate student progress and to make adjustments to the teaching and learning process.

2 Multiple Measures of Performance Data

No single data point can paint a complete picture of a teacher's performance. The LEARN Educator Development and Performance Plan uses multiple measures to determine whether teachers have met performance expectations. Each measure within the plan has a specific weight that allows teachers and administrators to understand how each component will factor into the final evaluation rating.

3 Evaluation Outcomes with Significance

An evaluation process must have meaningful implications, both positive and negative, in order to earn sustained support from teachers and school leaders and to contribute to the systematic improvement of the teaching profession. The ability to identify, develop and keep talented teachers is arguably the most important priority of any school leader. Therefore, evaluators are held responsible for evaluating teachers fairly, accurately and consistently while acting on results and helping teachers to improve over time. Moreover, the model provides clear, concise tools and professional development to help administrators evaluate teachers consistently.

4 Support, Professional Development, and Regular Feedback

This plan allows instructional leaders to cultivate a performance-focused culture by observing their teachers frequently. Administrators will have regular conversations with teachers to discuss overall classroom performance and student progress; to establish professional goals and developmental needs; and to provide the support available to meet those needs.

Core Requirements/Law

Sections 51 through 56 of PA 12-116, signed into law by Governor Dannel P. Malloy on May 15, 2012 and amended by sections 23 and 24 of PA 12-2 of the June 12 special session, requires the State Board of Education to adopt, on or before July 1, 2012 and in consultation with the Performance Evaluation Advisory Council (PEAC), guidelines for a model teacher evaluation and support program. The PEAC have renamed these “core requirements.” The LEARN evaluation system was developed pursuant to this statutory requirements. The complete reference can be found at: www.connecticutseed.org.

PART TWO: TEACHER DEVELOPMENT AND PERFORMANCE PLAN

The Teacher Development and Performance Plan includes multiple measures to assess a teacher's performance comprehensively. It is grounded in our Model of Continuous Improvement.

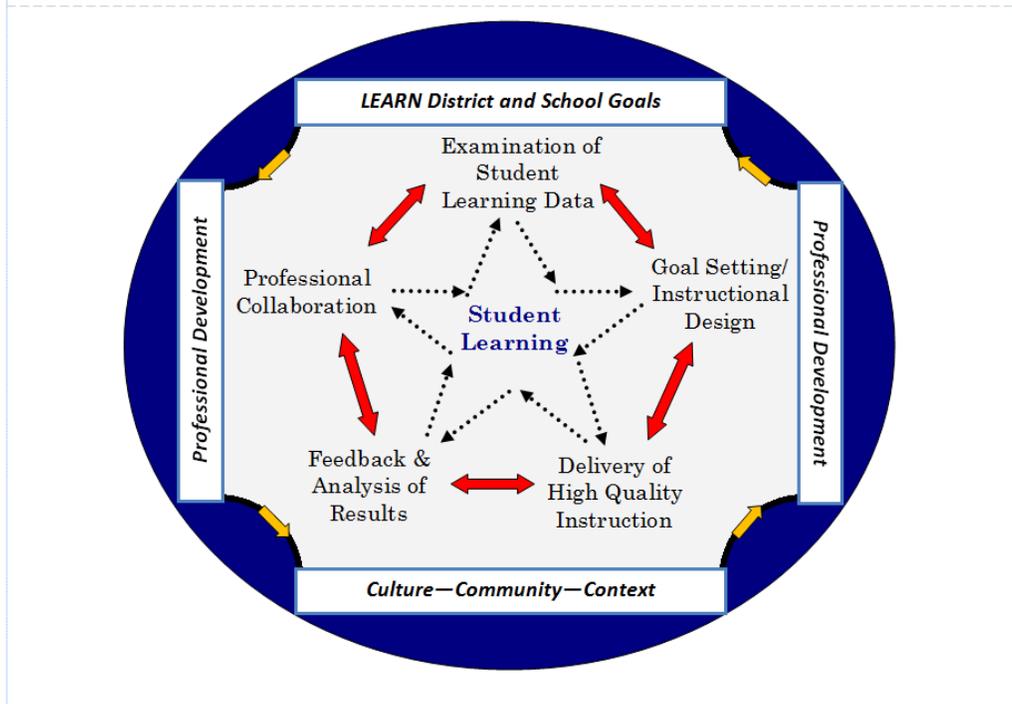
The LEARN Model of Continuous Improvement

The LEARN Model of Continuous Improvement is one of supporting the development of teacher skill, knowledge, understanding and practice. It is grounded in our definition of high quality teaching, defined in the rubric later in this document. It depends on teacher reflection, teacher collaboration, and ultimately, teacher growth.

This model is a concrete representation of our district vision and strategy for improvement. The LEARN Model of Continuous Improvement, used at each level of the organization, creates interdependence among district/organization, school, and classroom improvement plans, priorities, and efforts. The model requires a collective effort, centered on aligned expectations, and creates focused energy for positive change. At the district/organization level, the strategic approach, recursive in its nature, must be driven by data—multiple forms of performance measures and indicators that inform the cycle of improvement. Analysis of data occurs at every level of the organization. Collectively, we own the data, the results, and the efforts and initiatives to support those results. This model is then replicated at the school level and at the classroom level, where teams of teachers examine student learning data to shape their instruction and use assessment results to refine and revise instruction. Moreover, the LEARN Model of Continuous Improvement is grounded in the notion that leadership must be “distributed,” that is, all members of the school community should have an opportunity to contribute to the action and decisions that most directly affect their work. In other words, the knowledge base of the entire professional staff is valued as a critical variable for improvement.

Therefore, for teacher evaluation, the LEARN Model of Continuous Improvement, is *the process* by which we design and carry out teacher development, teacher support, and teacher evaluation. Created to foster ongoing teacher growth, it is driven by data collection, data analysis, teaching practice, collaboration, and reflection. The process is aligned with our LEARN goals, mission and core values. It reflects and honors the processes that our educators use every day, year in and year out, in their work with students and families. The work of improvement is an ongoing and continuous process over the life of a teacher's career. This model highlights the role of professional learning as central and collaboration and teacher collaborative teams as the means to teacher continuous growth and development.

LEARN Continuous Improvement Plan



At each stage of the process, student learning and student achievement are at the center. From the individual level of creating student learning objectives, to the team level of working on instructional planning or practices together, to the departmental or school level, professional learning *about learning* is a central tenet of The LEARN Model of Continuous Improvement. Research, assessment, empirical observation, and experience continue to inform the best practice of teaching and learning. The collective knowledge and skills of staff are a key source of new learning as they continue to extend their knowledge base and develop as reflective, collaborative professionals. The model acknowledges that each LEARN school or program is shaped by its unique context, be it the magnet theme, the program structure or setting, the culture of the school and its own goals/mission, as well as each unique school community. The context, culture and community all help to shape the learning expectations of children and teachers alike.

Professional collaboration is central to this model. Collaborative teaming forms the foundation of our continuous improvement efforts. Teams begin with student learning data and use it to design, redesign, and modify instructional practices together. A team may examine individual student work generated from common assessments, locally determined assessments, as well as district and state assessments as starting points. Each school has designated opportunities for staff to engage in professional collaboration. Their job, no matter what the structure, is to adhere to the continuous improvement cycle, to examine student learning data together, to engage in collaborative planning for high quality curricular and instructional design, to deliver that

instruction, then to examine the results of that instruction. The process applies, whether teachers are setting individual student learning goals or collective whole school goals.

The process of continuous improvement is shaped by the district and school goals and requires ongoing professional learning to help keep teachers vibrant and growing. Professional development is broadly defined to include not only traditional teacher professional development sessions, but also observations of teaching, coaching, feedback, instructional rounds, and sharing student work outcomes, to name a few. Professional development is driven by student learning data and results in this plan.

The LEARN Teacher Development and Performance Plan is grounded in the work of continuous improvement. The processes and structures described herein rely upon both collaborative and individual work.

Summary of Steps in the Process

The steps in the process of teacher development are summarized below. It includes, at a minimum, the following steps in the process:

1. Orientation: *At the start of the school year*

All teachers receive an orientation to the program, its processes and expectations, including their roles and responsibilities in the process and the standards that are used to assess teaching and learning. This is an appropriate time to share school goals or district priorities that should be reflected in future goal setting meetings.

2. Goal Setting Conference: *By October 15*

Reflection: In advance of the goal setting meeting, teachers examine student data, prior year evaluation and other relevant school or stakeholder data to establish individual goals. It is appropriate for teachers to collaborate in teams to support the goal setting process. Teachers draft at least two goals to address the student learning and achievement needs, which will comprise 45% of a teacher's summative evaluation. They also establish goals related to whole school student learning or student feedback.

Goal Setting Conference: The teacher and administrator meet to discuss the proposed goals and arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the teacher and evaluator. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

3. Observations of Practice: *Throughout the Year*

The administrator observes teacher practice using a rubric and conducts conferences related to those observations. The administrator provides a rating on the rubric.

4. Ongoing Data Collection Related to Performance and Practice: *Throughout the year*

Throughout the year, the teacher and administrator collect data related to the student outcomes and learning goals as well as data regarding teacher practice and performance as required by the rubric.

5. Interim Mid-year Check-in Conference: January/February

The teacher and evaluator 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. Evidence about practice and student learning data should be reviewed. If necessary, teachers and evaluators may mutually agree to revisions of strategies, approaches or targets to accommodate other changes in the goals.

6. End of Year Summative Review: On or before May 30

Teacher Self-Assessment: 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.

End of Year Conference: The evaluator and teacher meet to discuss all of the evidence collected to date. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation. The summative report may be revised based on additional assessment data collected during the summer.

7. Final Summative Rating

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 the final rating.

It is expected that teachers’ roles in the process are to be active participants throughout: establishing goals based on student learning data, engaging in collaborative processes to create or review curriculum, design instruction, engage in high quality teaching. The teacher must then reflect on the outcomes and take intelligent action. This chart is a brief summary of the responsibilities.

| Areas of Evaluation | Teacher Responsibility | Director Responsibility |
|---|--|--|
| Observation of teacher performance and practice (40%) | <ul style="list-style-type: none"> • Self-reflection on teaching standards • Identification of professional learning needs | <ul style="list-style-type: none"> • Pre and Post Conferences • Formal and Informal Observations, Feedback • Summative Rating |
| Parent feedback (10%) | <ul style="list-style-type: none"> • Mutual goal setting and strategies | <ul style="list-style-type: none"> • Data collection • Mutual goal setting • Sharing results • Summative rating |
| Student feedback (5%) | <ul style="list-style-type: none"> • Mutual goal setting and strategies | <ul style="list-style-type: none"> • Data collection (whole school) • Mutual goal setting • Sharing results • Summative rating |
| Student learning/achievement measures (45%) | <ul style="list-style-type: none"> • Two (2) student learning goals • Fall, mid-year, end of year conferences • Data collection/reflection • Mutual goal setting • End of Year Reflection | <ul style="list-style-type: none"> • Fall, mid-year, end of year conferences • Mutual goal setting • Summative rating |
| Final Rating (100%) | | <ul style="list-style-type: none"> • Final Summative Rating |

Summative Teacher Development and Performance Review

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

| Teacher Performance and Practice | Student Outcomes and Learning |
|--|--|
| 40% Observation of teacher performance and practice | 45% Student learning achievement measures |
| 10% Parent feedback | 5% Student feedback |
| = 50% | = 50% |
| 100% = Summative Rating | |

All teachers are evaluated in four primary categories, grouped into two major focus areas: 1) teacher performance and 2) student outcomes and learning. Each area is comprised of sub-categories. Together, a summative evaluation considers all of these dimensions of teaching and learning. The specifics of each portion of the plan are outlined below.

Student Outcomes and Learning

45% Student Learning Achievement Measures

The process for assessing student growth uses multiple indicators of academic growth and development. The goals related to the student learning achievement measures will be developed through mutual agreement by the teacher and evaluator.

The teacher will establish a minimum of two goals for student growth. For those teachers teaching tested subjects (standardized state indicators for grades and subjects—CMT, CAPT, SBAC), one half (22.5%) must use the state tests as indicators, beginning with a baseline in 2014-2015 and progress measurement using that baseline beginning in 2015-2016. A non-standardized indicator is used for the other 22.5%. If a teacher is not teaching a tested grade or subject, non-standardized indicators may be used for both. (i.e. performances rated against a rubric, local assessments)

The Complete Goal

A complete goal includes the following aspects:

| A Complete Goal | Definition | Reflection/Preparation |
|--|--|---|
| The Rationale | The rationale defines why we are focused on this area. It connects to school/district goals, and is grounded in student learning needs (student outcome data, behavioral data, program data, and perceptual data). | What are the baseline data and background information that I use to lead me to this goal? What are the academic track record and overall needs and strengths of my students? What is the most important purpose of my teaching assignment? Why was this goal chosen? Which CCS did I address? |
| Student Learning Objective | The objective defines what we will work to accomplish. It should be specific and measurable, attainable and relevant and time bound. It must be relevant to a teacher’s assignment and address a large proportion of his/her students, be ambitious and represent at least one year’s growth. | As a result of my work, what learning or positive change will my learners demonstrate? What specifically am I trying to accomplish with my students? |
| Action Steps | This part of the goal specifies what a teacher will do to achieve the goal/objective or how a teacher intends to “get there.” It includes a plan of action, both what teacher will do in the classroom as well as what they may need to learn. | How will you meet this objective? What strategies will you employ? What professional learning do you need? What supports do you need? What teaching standards are you focused on? |
| Indicators of Academic Growth and Development | How well? This part of the goal specifies how we will know if the target is met. What percentage or degree? It provides specific, measurable evidence of student outcome data and demonstrates knowledge about students’ growth and development. This is the measure of success. | What is the targeted performance expectation for selected students? What data will I collect to assess progress? |

Goal Setting Conference: By October 15th

Reflection: The teachers will begin the school year with reflection on their students and student learning needs. They will conduct an analysis of their students’ performance relative to the core content and essential learning of their course/classroom/teaching assignment. In advance of the goal setting meeting, teachers examine student data, prior year evaluation and other relevant school or stakeholder data to establish individual goals. It is appropriate for teachers to collaborate in teams to support the goal setting process. Teachers draft at least two goals to address the student learning and achievement needs, which will comprise 45% of a teacher’s

summative evaluation. They also establish goals related to whole school student learning or student feedback (discussed below).

Goal Setting Conference: The teacher and administrator meet to discuss the proposed goals and arrive at mutual agreement about them. The teacher will use performance data to establish the learning objectives, plans for improvement and indicators of academic success and growth. The goals for the year must be informed by data and evidence collected by the teacher and evaluator. The evaluator may request revisions to the proposed goals and objectives if they do not meet the expectations listed above.

Interim Conference: Mid-year check-in: January/February

The teacher and evaluator 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. Evidence about practice and student learning data should be reviewed. If necessary, teachers and evaluators may mutually agree to revisions to strategies, approaches or targets to accommodate changes. Local assessment data may inform this process, as well as student behavioral data (such as absences, referrals), program data (such as student participation in particular programs), and perceptual data, (such as learning styles, anecdotal notes,). The goals may be revised/adjusted.

End of Year Summative Review: On or Before May 30

Teacher Self-Assessment: 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. Teachers reflect on the goals that they have established and the following reflective prompts:

Describe the results and provide evidence for each indicator of academic growth

Describe what you did that produced those results

Provide your overall assessment as to the extent to which the goal was met

Describe what you learned and how you will use that information going forward

End of Year Conference: The teacher completes the end-of-year conference form, provides data and reflects on results. The evaluator and teacher meet to discuss all of the evidence collected to date and the teacher's self-reflection on the process. The teacher and evaluator discuss the extent to which the students met the goals/objectives. At this time, the evaluator assigns a summative rating and generates a summary report of the evaluation.

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

These ratings are defined as follows:

| Below Standard (Did Not Meet) | Developing (Partially Met) | Accomplished (Met) | Exemplary (Exceeded) |
|--|--|---|--|
| A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made. | Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, some progress toward the goal was made. | The predicted % of students met the targeted outcome (within a few points on either side of the target(s).) | A greater percentage of students than predicted met or exceeded the targeted outcome |

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

The final student growth and development rating for a teacher is the average of their two goal scores. For example, if one goal was Partially Met, for 2 points, and the other goal was met, for 3 points, the student growth and development rating would be 2.5 $[(2+3)/2]$. The individual goal ratings and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference. Evaluators are strongly urged to use their professional judgment, not just an algorithm, to determine the final summative rating.

NOTE: For goals that include an indicator based on state standardized tests, results may not be available in time to score the goal prior to the June 30 deadline. In this instance, if evidence for other indicators in the goal is available, the evaluator can score the goal on that basis. Or, if state tests are the basis for all indicators, then the teacher's student growth and development rating will be based only on the results of the goal that is based on non-standardized indicators.

However, once the state test evidence is available, the evaluator is required to score or rescore the goal, then determine if the new score changes the teacher's final (summative) rating. If the new results change the rating, the evaluator shall call a conference with the teacher to review the results and their impact. The evaluation rating can be amended at that time as needed, but no later than August 15.

Other standardized and non-standardized measures may include the following (this list is only a set of examples; it is not meant to be exhaustive):

| Standardized | Non-Standardized |
|---|--|
| NWEA MAPPS MSEL (Mullen Scales of Early Learning)—general development, GM, FM, cognition, receptive/expressive language. PLS-4 (Pre-school language scale -4) receptive/expressive and combined communication PAYC (developmental assessment of Young Children) motor, cognition, communication, S/E and Adaptive) Peabody—motor specific VB-MAPP Brigance CALS DAYC PEDI PPVT Woodcock-Johnson III WRAT DIBELS DAZE DRP DRA DECA LAS Advanced Placement (AP) CAPT/CMT/SBAC | Grade level Reading for Information prompts scored using CMT rubric MCHAT, modified checklist for autism in toddlers Carolina curriculum norm referenced to monitor developmental gains Vision screener with parent to assess vision progress Concerns Sensory profile to determine child’s needs re: sensory integration IDA infant toddler developmental assessment DTI skill acquisition programs BIP Developmental Milestone Scale AAMD AMS CEC Grade-wide reading for Information (prompts) scored using a CMT rubric Common Final Exams School-wide Rubrics |

5% Student Feedback

Because each LEARN school or program is unique in its own right, student feedback is an appropriate contributor to defining school and teacher success.

Student Feedback

Feedback from students, collected through whole-school or teacher-level surveys, comprise this category of a teacher’s evaluation rating. It is anticipated that this feedback could be focused on our magnet academic themes and expectations as one of our unique characteristics of our schools/programs. (i.e., in our middle college program, student feedback could focus on the degree of their perception of college readiness).

Student surveys must be administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses must not be tied to students’ names. If it is feasible, it is recommended but not required that schools conduct two student feedback surveys each year. The first, administered in the fall, will not affect a teacher’s evaluation but could be used as a baseline for that year’s targets, instead of using data from the previous school year. The second, administered in the spring, will be used to

calculate the teacher’s summative rating and provide valuable feedback that will help teachers achieve their goals and grow professionally. Additionally, by using a fall survey as a baseline, rather than data from the previous year, teachers will be able to set better goals because the same group of students will be completing both the baseline survey and the final survey. If conducting two surveys in the same academic year is not possible, then teachers should use the previous spring survey to set growth targets.

Teachers and their evaluators will establish a goal relative to student feedback. This may be done collectively as a school or individually. In some cases, (particularly Special Education programs) where students may have difficulty communicating, this may be augmented with parent feedback.

Arriving at a Student Feedback Summative Rating

In most cases, summative ratings should reflect the degree to which a teacher or teachers made growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high.

This is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluator:

1. Review survey results from prior period (previous school year or fall survey).
2. Set **one** measurable goal for growth or performance (see above).
3. Later in the school year, administer post-surveys to students.
4. Aggregate data and determine whether the teacher achieved the goal.
5. Assign a summative rating, using the following scale to be discussed and finalized with their evaluator during the End-of-Year Conference.

| Below Standard | Developing | Accomplished | Exemplary |
|-----------------------|------------------------|---------------------|-------------------|
| Did not meet the goal | Partially met the goal | Met the goal | Exceeded the goal |

Teacher Performance and Practice (50%)

40% Observation of Teacher Performance and Practice

Forty percent (40%) of a teacher's evaluation will be based on observation of teacher practice and performance, using a rubric based on the *Common Core of Teaching (CCT)*. In consultation with the state, the statewide rubric, *The CCT Rubric for Effective Teaching, 2014*, will be used to support the plan.

It is aligned with Connecticut's *Common Core of Teaching* and reflects the content of its domains and indicators. The CCT defines for Connecticut educators key aspects of effective teaching, correlated with student learning and achievement. The overarching principles of the state rubric align with the purposes of our LEARN Educator Development and Performance Plan.

The state rubric maintains consistency with Connecticut's TEAM program of mentorship and professional development of new teachers. This rubric relies upon reflection on professional practice to advance teacher effectiveness and student learning. Consistency between the CT new teacher program and program for all teachers allows the development of a common understanding and common language about teaching and learning, enriching collaboration, communication and community to support success for all students.

For Student Support Services Staff, this plan supports the use of *The Common Core of Teaching Rubric for Effective Service Delivery 2014*, referenced in the appendix, and found on the [connecticutseed.org](http://www.connecticutseed.org) website:

<http://www.connecticutseed.org/>

[content/uploads/2014/10/CCT_Rubric_for_Effective_Service_Delivery_2014.pdf](http://www.connecticutseed.org/content/uploads/2014/10/CCT_Rubric_for_Effective_Service_Delivery_2014.pdf)

The following domains are assessed:

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

(The full rubric can be accessed in the appendix – Appendix B Resources to be used.)

To rate through use of the rubric, administrators collect data through formal observations, informal observations, dialogue, and reviews of practice, such as lesson plans, student work, etc. in order to arrive at a summative rating for this category.

The LEARN Process requires that teachers self-assess against the CCT rubric and collect and reflect with their administrator on documentation and artifacts relative to effective practice as defined in the domains. Observations by administrators are a key data source for this category. Through the related conferences, teachers are encouraged to examine their goals and strategies and to self-identify areas of teaching to work on and to consider how these teaching expectations relate to their student learning goals, professional development needs, and classroom practices.

Minimum Criteria Based on Core Requirements

In the 2013-2014 implementation of the plan, all teachers will receive at least three formal in-class observations. Two of three include pre-conferences and all include post-conferences. Formal observations shall be a minimum of 30 minutes.

Thereafter:

Year 1 and 2 (with LEARN) teachers will receive at least three formal in-class observations. Two of three will include pre-conferences and all include post-conferences. These may be announced or unannounced.

Teachers who receive a performance rating of **below standard** or **developing** will receive a number of observations appropriate to their individual plan, but no fewer than three formal in-class observations. Two of the three must include a pre-conference and all include a post-conference. Teachers may be observed in other settings. These may be announced or unannounced.

Teachers who receive a performance rating of **accomplished** or **exemplary** will annually “receive a combination of at least three observations of practice, one of which must be a formal in-class observation.” The other two will be one informal observation and one review of practice, such as an observation(s) of data team meetings, coaching/mentoring other teachers, observation of the delivery of professional development to other teachers, review of lesson plans or other teaching artifacts. At any time an administrator or teacher may request/schedule additional full observations.

If all the components of the evaluation plan are unable to be completed (due to teacher being out on leave or similar circumstance) during an academic year, a rating of Incomplete will be given for that year. Upon return, the teacher will be assigned to the same placement in the teacher evaluation format and will need to complete a full evaluation cycle before a rating can be assigned.

Formal and informal observations and reviews of practice are differentiated in these ways:

| Formal Observations | Informal Observations and Reviews of Practice |
|--|--|
| Occur in classroom May or may not have a pre-conference Evidence is scripted, tagged Formal post conference is held Pre/Post Observation forms are completed At least 45 minutes in length Announced Feedback (written and verbal) based on rubric Scored using the rubric | Informal Observations: Occur in classroom Review of practice: Occur in other professional setting Do not have a preconference Evidence may be scripted or not Feedback, written and verbal, are provided At least 20 minutes in length Announced or unannounced Informal observation/review of practice form is completed Scored using the rubric Do not require pre-post observation forms |

Evaluation Ratings for Teacher Performance and Practice

For each observation formal or informal, the evaluator will use the rubric to provide feedback and engage in professional dialogue with the teacher. An evaluation rating for teacher performance and practice will be assigned at the end of the school year at the summative conference. After gathering and analyzing evidence for all of the indicators collected throughout the school year, evaluators will use the CCT rubric to assign ratings at the domain level. Once domain ratings have been assigned and supported by evidence, evaluators will use the **Rating Guidelines for Observation of Teacher Performance and Practice** (below) to assign a summative rating for this category.

Summative Rating Guidelines for Observation of Teacher Performance and Practice

| Below Standard | Developing | Accomplished | Exemplary |
|------------------------------------|---|--|---|
| Two or more ratings below standard | Minimum of two accomplished ratings and not more than one rating below standard | Minimum of three accomplished ratings and no rating below standard | Minimum of three exemplary ratings and no rating below accomplished |

To ensure consistency in the observation and documentation of teacher performance and practice, administrators will participate in extensive training and are required to be proficient in the use of the CCT rubric. Training will be conducted annually to ensure consistency, and high quality application of the rubric in observations and evaluation. Formal observations include pre- and post-conferences that provide opportunities for meaningful professional dialogue about teaching and learning and to allow teachers and administrators to set goals, implement teaching strategies and reflect on results of the teaching and their progress toward their own professional goals.

We intend to both rely upon any state available training and to supplement that training with our own local professional development work to observe teaching. Evaluators will attend additional support sessions throughout the year. Evaluators must meet the proficiency standard, as defined by the state, prior to conducting evaluations. Evaluators who have difficulty meeting the standard will receive individualized coaching and any additional training until they meet proficiency. We will observe teaching (either live or through recorded vignettes) each to calibrate our evaluators.

We anticipate the training to include:

1. Training that focuses on the CCT Performance and Practice Continuum
2. Training to ensure meaningful goal setting and using the conferencing processes
3. Training in rating and weighing evidence
4. Training to enhance conferencing and feedback skills, and
5. Follow up sessions to debrief the proficiency as needed.

In addition, throughout administrative meetings, we will also provide guidance on mid-year and end of year conferences during our administrative meeting time to prepare and review expectations. We anticipate this work to be ongoing and embedded in our weekly leadership work with additional hours as need through each phase of the program implementation. This training plan is contingent upon the expectation of some training opportunities from the CT State Department of Education and will be revised as new resources and supports become available. It will also be revised based on evaluator and teacher needs.

10% Parent Feedback

Ten percent (10%) of a teacher's evaluation will be based on parent feedback, including data from surveys. Surveys will be used to capture parent feedback that is anonymous and demonstrates fairness, validity and usefulness.

Each school's school governance council or parent committee shall be asked to assist in the development of whole-school surveys to align with school improvement goals. The School Climate survey may be used as a source of data for this indicator.

LEARN will use the whole school/program parent survey data to support goal setting during the beginning of the year. As appropriate, schools, grades or programs will set whole school goals, connected to the director's whole school or program goals, and teachers will design strategies to support those goals as well as targets related to the goal that they select. Parent feedback will be aggregated and reviewed and compare beginning year data to end of year data and the degree to which the teachers have met individual or whole school targets set at the beginning of the year. Teachers and evaluators should use their judgment in setting growth/improvement targets for parent feedback. Ratings for this category are based on either evidence of improvement in areas of need as identified by the school level survey results or evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.

The parent feedback rating should reflect the degree to which the school/program/individual successfully reaches the parent goal/improvement targets. This is accomplished through a review of evidence provided by the teacher and/or whole school or program. The final summative rating will be done at one of four levels. The scale is as follows:

| Below Standard | Developing | Accomplished | Exemplary |
|--|---|---------------------------------|--------------------------------------|
| Did not meet the goal/improvement target | Partially met the goal/improvement target | Met the goal/improvement target | Exceeded the goal/improvement target |

Professional Learning Opportunities

Throughout the overall process, the teacher’s professional learning should be a central focus. For each goal or each step in the process, the evaluator is expected to consider what professional learning will support teachers individually and collectively. As reflected in this document and its forms, teachers establish goals and action steps, which include professional learning and reflection on teaching standards. This is part of the process, dialogue, and documentation. Specific professional learning in a teacher’s goals are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, and the results of stakeholder feedback. It is expected that professional learning will vary by individual or groups of teachers based upon the data.

Directors are expected to integrate their professional learning plans into their school development and performance plans. The support for professional learning is a key expectation for the directors own evaluation.

LEARN will provide opportunities for career development and professional growth based upon the performance identified through the evaluation process. For example, teachers who consistently perform at high levels will have opportunities to serve as mentors, coaches, or to engage in other leadership opportunities.

Teachers observing each other and reflecting on precise aspects of practice or on teaching practice in general have the potential to inspire each other to explore content areas in greater depth, experiment with promising techniques, or gain insight into teaching-learning relationships. For these reasons, LEARN encourages peer observation and facilitates the logistics and scheduling of such initiatives.

Complementary Observers/Instructional Coaches

LEARN encourages the use of Complementary Observers/Instructional Coaches as a source of support for teacher growth and development. Such coaches may observe, model, plan, provide feedback, etc. with individuals or groups to support strengthening teacher performance. The

evaluator and evaluatee may mutually agree to involve the coach in the evaluative process to provide a support role.

Summative Ratings

As required in the state guidelines, the LEARN Development and Performance Plan uses a four-level matrix rating system. The four areas are as follows:

Student Learning Achievement Measures (45%)

| Below Standard | Developing | Accomplished | Exemplary |
|--|---|---|--|
| A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made. | Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, some progress towards the goal was made. | The predicted % of students met the targeted outcome (within a few points on either side of the target(s).) | A greater percentage of students than predicted met or exceeded the targeted outcome |

Student Feedback or Whole school student learning (5%)

| Below Standard | Developing | Accomplished | Exemplary |
|-----------------------|------------------------|--------------|-------------------|
| Did not meet the goal | Partially met the goal | Met the goal | Exceeded the goal |

Teacher Performance and Practice (40 %)

Rating Guidelines for Observation of Teacher Performance and Practice by CCT Domain

| Below Standard | Developing | Accomplished | Exemplary |
|------------------------------------|--|--|---|
| Two or more ratings below standard | Minimum of two accomplished rating and not more than one rating below standard | Minimum of three accomplished ratings and no rating below standard | Minimum of three exemplary ratings and no rating below accomplished |

Parent Feedback (10%)

| Below Standard | Developing | Accomplished | Exemplary |
|---|--|----------------------------------|---------------------------------------|
| Did not meet the goal/improvement targets | Partially met the goal/improvement targets | Met the goal/improvement targets | Exceeded the goal/improvement targets |

These four areas are summed as follows:

| Teacher Performance and Practice | Student Outcomes and Learning |
|---|---|
| 40% | 45% |
| Observation of teacher performance and practice | Student learning/achievement measures |
| 10% | 5% |
| Parent feedback | Whole school student learning or student feedback |
| = 50% | = 50% |
| 100% = Summative Rating | |

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

The performance levels are defined as follows:

- Exemplary: Substantially exceeding standards of performance
- Accomplished: Meeting standards of performance
- Developing: Meeting some standards of performance, but not others
- Below standard: Substantially not meeting standards of performance

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

- A. Rate teacher performance in each of the four categories:
 - a. Student learning/achievement measures
 - b. Whole school student learning or student feedback
 - c. Observation of teacher performance and practice
 - d. Parent feedback
- B. Combine the Student Learning/achievement measures and whole school student learning into a single rating, taking into account their relative weights. Arrive at an overall “Student Outcomes and Learning Rating”
- C. Combine the Observation of teacher performance and practice rating and parent feedback rating, taking into account their relative weights. This will represent a “Teacher Performance and Practice Rating”
- D. Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. If the two focus areas are highly discrepant then the evaluator would examine the data and gather additional information in order to make a rating.

| SUMMATIVE RATING | | | | | |
|---|-----------------------|--|----------------------------|-------------------|-----------------------------------|
| | | <i>Teacher Performance and Practice Rating</i> | | | |
| | | Exemplary | Accomplished | Developing | <i>Below Standard</i> |
| <i>Student Outcomes and Learning Rating</i> | Exemplary | Exemplary | Exemplary | Accomplished | <i>Gather Further Information</i> |
| | Accomplished | Accomplished | Accomplished | Accomplished | <i>Gather further Information</i> |
| | Developing | Accomplished | Accomplished | Developing | Below Standard |
| | <i>Below Standard</i> | Gather Further Information | Gather Further Information | Below Standard | Below Standard |

Evaluators are encouraged to use their professional judgment and their learning from their proficiency training to determine a summative rating, not just numbers alone. Beginning teachers shall generally be deemed effective if the teachers receive at least two sequential “accomplished” ratings, by the fourth year of a beginning teacher’s career. It is expected for those teachers who receive tenure to have final summative ratings of “accomplished” or “exemplary” A post-tenure educator shall generally be deemed ineffective if he/she receives at least two sequential “developing” ratings or one “below standard” rating at any time.

Professional Assistance Plan

A teacher who receives a final summative rating of “Developing” or “Below standard” will be required to work with the evaluator and local association president (or designee) to design a teacher performance professional assistance plan. The plan will be created within 30 days after the completion of the summative evaluation rating conference.

Evaluation Criteria: The evaluation criteria are derived from the components of the Teacher Development and Performance Plan:

Teacher Performance and Practice

- a. Observation of teacher performance and practice
- b. Parent feedback

Student Outcomes and Learning

- a. Student learning/achievement measures
- b. Whole school student learning or student feedback

Methods: The methods to evaluate are the same as those described above and include some of the following, depending on the areas of need:

- Observations in a range of settings
- Examination of artifacts/student work
- Reflective conversations with supervisors, coaching
- Constructive, ongoing feedback
- Assistance and support from evaluator or designee
- Comprehensive goal setting

Time period: The timeframe for improvement is for teachers in the “Developing” category, there are 180 days (one year) to achieve a rating of “Accomplished.” For teachers with a rating of “Below Standard,” the timeframe is 90 days or (1/2 year) to achieve a “Developing” rating and one year to achieve an “Accomplished” rating.

Accountability: Documentation of evaluation criteria will include summative ratings supported by evidence. It may include strengths, areas needing improvement and recommended strategies for meeting any next steps. It may also include a recommendation regarding continued employment.

Peer support: The primary support for staff in this format will be the administrator. Others, including peers, may provide additional supervision or assistance.

Evaluator: The evaluator for staff in this format will be an administrator.

Appeals Process

Guidelines

1. The Appeals Committee consists of a subcommittee of three members who are current members of the Teacher Evaluation Committee and will be comprised of a teacher, a bargaining unit representative and an administrator. The Appeals Committee will be convened to (1) resolve conflict when goals cannot be mutually determined, and (2) resolve when either party--evaluator or evaluatee--does not adhere to the process. These are the only two reasons the Appeals Committee will meet.

2. Appeals are made by contacting any member of the Teacher Evaluation Committee. The person requesting the appeal becomes the applicant.
3. Upon contact, the committee member will advise the applicant of the process and will assure that the Appeals Form has been completed.
4. Submission of a completed Appeals Form formally initiates the Appeals procedure, and timelines go into effect.
5. The following timelines will apply:
 - a. Identification of a problem, the determination to use the appeals process and the submission of the completed appeals form by either party initiate the appeals process.
 - b. The appeals Form must be submitted within five school days of the concern indicated.
 - c. Within five school days of the receipt of the completed Appeals Form, the committee will notify applicant of a scheduled conference (which must be held within ten days).
 - d. The conference will be held. If the group comes to agreement, the process is terminated. If no agreement can be reached, the matter will be referred to the Executive Director who must set a meeting of the parties within ten school days and render a final decision.
 - e. Resolution of the problem by both parties at any time may result in a mutual request to withdraw intervention of the Appeals Committee or the Executive Director.

PART THREE: ADMINISTRATOR DEVELOPMENT AND PERFORMANCE PLAN

The LEARN Administrator Development and Performance Plan aligns with the Teacher Development and Performance Plan. It is grounded in the following purposes as defined by our team:

- To support student learning, growth and development as a key measure of our success as leaders;
- To commit to continuous growth and development for ourselves and individuals that we lead;
- To use data, not just hunches, as a means to examine our practice and to drive our plans and leadership actions;
- To use reflection as a key tool, both individually and collectively, to shape our practice;
- To ensure that we develop and maintain high quality relationships with our stakeholders;
- To ensure that the practice of leadership incorporates the traits of efficacy, initiative and strategy, feedback and decision making, change management, and communication and relationships;
- To ensure that we communicate well and give and receive feedback on our leadership; and
- To ensure that we examine and seek to strengthen our capacity and resources.

This plan is grounded in the belief that great leaders lead great schools. The Model of Continuous Improvement in the Teacher Development and Performance Plan is a defining connection between the two plans.

The purpose of the evaluation model is both to evaluate Administrator performance fairly and accurately and to help each leader strengthen his/her practice to lead to school and district development and improvement. Our administrator evaluation model is founded on a set of core principles about the power of great leaders and the critical role of accountability in developing them.

Design Principles

The following six design principles are interdependent; each is critical in determining that evaluations meet the needs of teachers, school leaders and students. They build upon CT's efforts at administrator evaluation and include current research and best practice in leadership development:

1 Focus on What Matters Most

The Four areas defined by the state board as what matters for administrators are: student learning indicator (45%), administrator performance and practice (40%), stakeholder feedback (10%), and teacher effectiveness outcomes (5%). Instructional leadership is the key defining trait of high quality school leadership and is weighted as such in this plan. It connects directly to our teacher core principle: the instructional core matters and focusing on student learning and the teaching that shapes that learning is key.

2 Emphasize Growth Over Time

No single data point can paint a complete picture of a leader's performance. The LEARN Administrator Development and Performance Plan uses multiple measures and begins with the premise that an individual's performance should be about their improvement from an established starting point. This applies to their professional practice goals and the outcomes they are striving to reach. Attaining high levels of performance matters, and maintaining high results is part of the work, but the model should encourage administrators to pay attention to continually improving practice, which is affirmed in LEARN's model of continuous improvement.

3 Interface of Educational Leadership Practice and Personal Leadership Practice

Effective school and district leadership considers not only what needs to be done, but how the personal leadership practice of an administrator builds sustainable and coherent practices in a school that builds the capacity of staff, students, and the community at large. The Wallace Foundation paper *Assessing the Effectiveness of School Leaders* (2009) documents the importance of synthesizing technical knowledge with leadership competencies, noting that a focus on "driver" behaviors that improve instruction and promote necessary school change, anchored in standards, is critical for school and organizational improvement. Additionally, the Wallace Foundation notes that a focus on formative rather than summative feedback is critical to the growth of school leaders. Finally, several studies from Vanderbilt University (<http://www.valed.com/about.html>) support the use of an integrated framework. Other states have aligned their leadership frameworks to educational and personal leadership competencies, notably the Wisconsin leadership framework.

4 School and District Development Planning as the Foundation for Improvement

Strategic planning is the essence of focused school improvement, and this plan relies on school and district plans to guide the continuous improvement process. The evidence of proficient leadership practices are tied to the strategic goals and objectives of the school and district development plans, supported by observational and documented evidence. Additionally, these plans are intended to be aligned with and tied to ongoing embedded professional learning opportunities for teachers, administrators, and support staff.

5 Professional Learning and Development

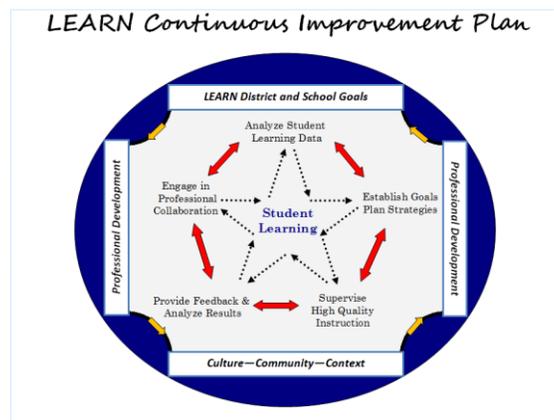
An evaluation process must have meaningful implications, both positive and negative, in order to earn sustained support from school leaders and to contribute to the systematic improvement of schools. Of key importance is the professional conversation between Administrator and his/her supervisor that can be accomplished through a well-designed and well-executed evaluation system. So the model requires evaluators to observe the practice of administrators and collect and examine adequate evidence to make well informed judgments about the quality and efficacy of practice.

6 Consider Implementation at Least as Much as Design

This plan is designed to limit excessive demands on those doing evaluations or being evaluated. The work is integrated into the overall school improvement and development efforts of LEARN and is integral to the work, not an addition to it. The plan underscores the importance of the need for evaluators to build skills in setting goals (for themselves and with others), observing practice, and providing high quality feedback.

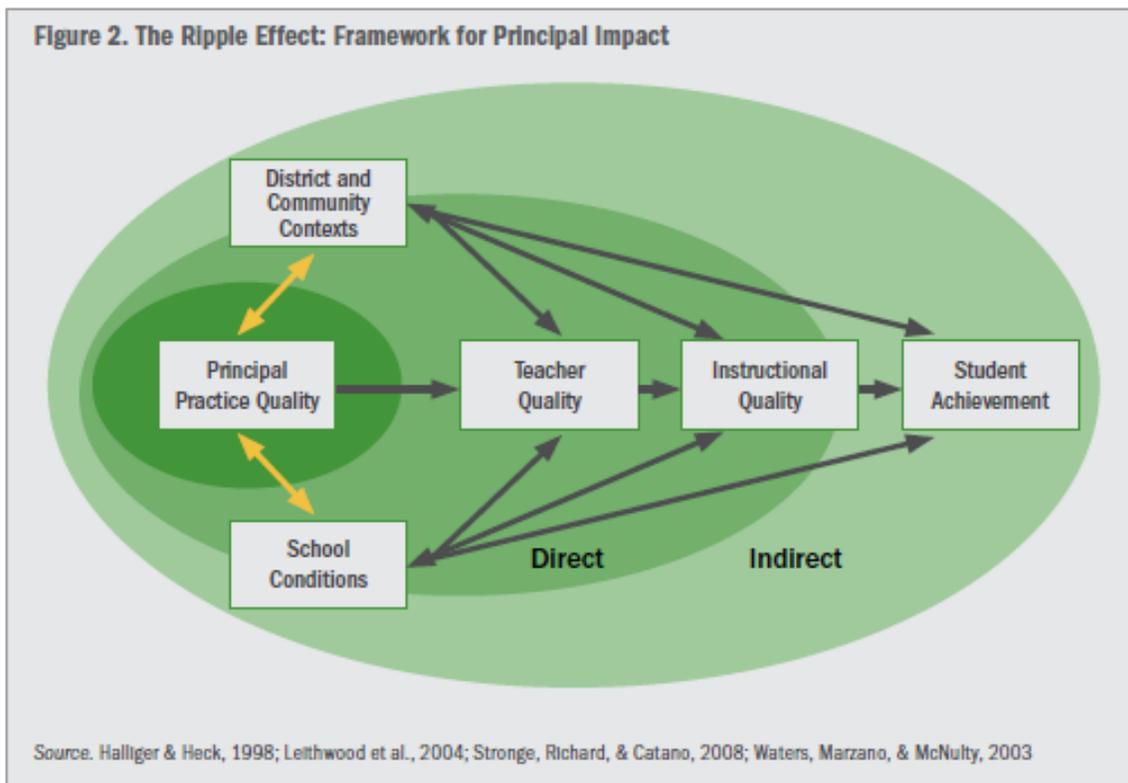
Model of Continuous Improvement

The LEARN Administrator Development and Performance Plan parallels the Teacher Development and Performance Plan defining effectiveness in terms of practice and performance (practice and stakeholder feedback), and student outcomes and teacher effectiveness outcomes/learning (academic progress and teacher growth and development).



The model of continuous improvement depends on the development of synergy between school and district efforts to support the practice of educators in the service of student learning. In this evaluation model, this is reified in the form of core practices that create a “through line” from mission and vision to school and district improvement plans to leadership actions. This through-line connects from the LEARN mission and vision, and theory of action, to the school development planning process. The school development process is then driven by careful analysis of multiple indicators of school performance, supported by strategic goals, strategies and action steps. The process of improvement is driven by the leader’s theory of action and personal leadership that is grounded in efficacy and identified strategies, supported by providing meaningful and actionable feedback, engaged through appropriate change management strategies, and grounded in high quality relationships and meaningful communication. The process of continuous school and district improvement is shaped by the school culture, community and context in which each school resides. These efforts require supported professional learning experiences for administrators that address their range of needs and areas for growth.

An additional source of particular importance is the American Institute of Research’s *The Ripple Effect* (Clifford, Behrstock-Sherratt, and Feters, 2012). In this synthesis of research on principal effectiveness, the authors analyze the principal leadership actions most likely to effect the ongoing improvement of a school. Exemplified in the diagram below, this framework focuses on the direct effects of principal leadership to create better outcomes for students.



Additionally, this framework is aligned with and meets the requirements as specified in the CSDE guidelines and requirements for administrator evaluation.

This evaluation model describes 4 levels of performance for administrators and focuses on the practices and outcomes of accomplished administrators. These administrators can be characterized as:

- Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the LEARN Framework) with “Instructional Leadership” evidenced as accomplished or exemplary
- Meeting Performance Expectations in the three other areas of leadership practice
- Meeting one target related to stakeholder feedback
- Meeting local targets on tests of core academic subjects
- Meeting and making progress on two student learning objectives/goals aligned to school and LEARN priorities
- Having more than 60% of teachers proficient on the student growth portion of the evaluation

What follows is a description of the plan and the four components on which administrators will be evaluated: **1) leadership performance and practice, 2) stakeholder feedback, 3) student learning indicators, and 4) teacher effectiveness outcomes.** The document also includes steps for arriving at a final summative rating. The model is derived from: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation; the Vanderbilt Assessment of Leadership in Education, as well as the work referenced above. It was created with a team of superintendents in southeastern CT, in the LEARN region, a community of practice, seeking to strengthen their efforts to supervise, develop, and evaluate administrators.

Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. Beginning with the examination of student learning data, the administrator develops a school development and performance plan, including meaningful goals. The school development plans must support high quality instruction, and include the collective examination of results as well as how administrators provide feedback and collaborate with all stakeholders throughout the process.

The 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.

The cycle itself begins with the following processes and general timeline:

June-July: Orientation and Context Setting

To begin the process, the Administrator needs the following:

1. Student learning data are available for review by the administrator and the school has been assigned a School Performance Index rating (if available);
2. Stakeholder survey data are available for review by the administrator;
3. The Executive Director/Superintendent or her designee has communicated student learning priorities for the year;
4. The administrator has developed a school development plan that includes student learning goals; and,
5. The evaluator has reviewed the Educator Development and Performance Plan with the Administrator to orient him/her to the evaluation process.

Annually, LEARN will provide a series of sessions for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timeline for their evaluation. Training aligns with the Common Core of Leading Performance Expectations. Prior to the start of the school year, LEARN will provide evaluators of administrators with training focused on the Administrator evaluation system. Training will include an in-depth overview of the four categories that are part of the plan, the process and timeline for the plan implementation, the process for arriving at summative evaluation. Training will be provided on the rubric/framework so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. Training includes how to conduct effective

teacher observations and providing effective feedback. LEARN administrators also participate in state training for assessment/evaluation.

July-September: Goal-Setting and Plan Development

Before a school year starts, school administrators identify three student learning objectives and one survey target, drawing on available data, the Executive Director's/Superintendent's priorities, their school development plan, and prior evaluation results (where applicable). They also determine two dimensions of educational leadership practice for their focus as well as an area of related personal leadership practice. All of these elements (with the exception of educational and personal leadership practice focus and teacher effectiveness rating) reside in the school or district development plan. The Administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

Are there any assumptions about specific goals that need to be shared because of the local school context?

Are there any elements for which Accomplished performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?

What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. The focus areas, goals, activities, outcomes, and time line will be reviewed by the administrator's evaluator prior implementing the goals themselves. The evaluator may suggest additional goals as appropriate.

September-December: Plan Implementation and Collect Evidence

As the Administrator implements the plan, he/she and the evaluator both collect evidence about the Administrator's practice and performance. For the evaluator, this must include at least **two** and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site are essential.

Unlike visiting a classroom to observe a teacher, school visits to observe Administrator practice can vary significantly in length and setting and focus. This may include direct observation of the administrator's practice, observations of the day to day operations of the school and instructional practice, and discussing other forms of evidence with the administrator. Further, central to this process is providing meaningful feedback based on observed practice. Evaluators need to provide timely feedback (oral or written) after each visit. This process relies on the professional

judgment of the Administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence. As cited in the Delaware Administrator Performance Plan, there are many ways to collect evidence, including but not limited to:

Observable Evidence

Directly observing an administrator at work

The evaluator is physically present in the school or venue where the administrator is present, leading, and/or managing. This includes but is not limited to leadership team meetings, professional development sessions, parent meetings, and teacher feedback conversations.

Observing the systems established by the administrator

The evaluator is observing systems that operate without the leader present. This includes but is not limited to team meetings or collaboration sessions (where the administrator is not present), observing teacher practice across multiple classrooms, or observing school systems, culture, climate, etc.

Documented Evidence

Collecting artifacts

The evaluator reviews materials that document administrator practice. This includes but is not limited to school improvement plans, school newsletters, and professional development agendas and materials.

Reviewing school data

The evaluator reviews teacher performance data, student performance data, and overall school performance data. This includes but not limited to leading indicators of the school or district development plan, direct evidence of student performance, and all stakeholder feedback.

January: Mid-year Formative Review

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

The administrator analyzes available student achievement data and considers progress toward the stated goals.

The administrator may share samples of evaluation documents, feedback to teachers, etc. or other artifacts to identify key themes for discussion.

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

April/May: Self-Assessment

In the spring, the administrator is expected to assess their practice on all 18 elements of the Connecticut Leadership Standards through the lens of the LEARN Leadership Framework. In the LEARN Leadership Framework, the standards have been distilled into four Performance Expectations: **1) Instructional Leadership, 2) Human Capital, 3) Management and Operations, and 4) Culture and Climate.** For each of the four Performance Expectations, the administrator determines whether he/she:

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

The Administrator should also review their identified focus areas and determine if they consider themselves on track or not. This reflection should be used to inform their rating for the year. In addition, administrators are expected to reflect on their outcomes related to stakeholder feedback, student learning indicators, and teacher effectiveness outcomes. At LEARN the school development plan serves as the vehicle through which the goals are monitored and outcomes are captured. A self-assessment form is located in the appendix. The administrator submits their self-assessment to their evaluator.

May: Preliminary Summative Assessment (adjusted in August, if appropriate).

At the end of year conference, the administrator and evaluator analyze the administrator's performance based on all available evidence. Using the school development and performance plan, the administrator reports on the results and outcomes that were achieved based on the plan and its actions. Those goals connect to the academic goals, the goals related to the specific program foci, the results related to stakeholder feedback. Regarding the leadership practice, the two review and discuss each dimension of the framework and the evidence that supports each performance expectation to arrive at a final summative judgement. The teacher effectiveness outcomes rating is analyzed through both examination of the process of evaluating staff as well as the outcomes for teachers.

Following the conference, the evaluator completes the summative evaluation report, shares it with the Administrator, and adds it to the personnel file with any written comments attached that the Administrator requests to be added within two weeks of receipt of the report. Summative

ratings are expected to be completed for all administrators prior to 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 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.

The Four Components of the Evaluation

Administrators will be evaluated and supported on the basis of four key components:

1) Leadership Performance and Practice, 2) Stakeholder Feedback, 3) Student Learning Indicators, and 4) Teacher Effectiveness Outcomes.

Component One: Leadership Practice Rating (40%)

An assessment of an Administrator's leadership practice is 40% of the summative rating. It is determined by direct observation of practice and the collection of other evidence. These expectations are described in the Common Core of Leading; Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June, 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations. These standards form the foundation of the LEARN/Shoreline Leadership framework.

The elements of practice of the LEARN/Shoreline Leadership framework is the interface of the critical elements of educational and personal leadership practices, essentially synthesizing the "what" and "how" of effective school and district leadership. These are the translated definitions of the Connecticut Common Core of Leading in action, streamlining the six Performance Expectations of the CT Common Core of Leading into four actionable areas. Each of the four Performance Expectations is supported by attributes that further define it. All of the Performance Expectations are reviewed through the lens of leadership. Based on the ISLLC standards and drawing on the LEAD Connecticut Turnaround Principal Competencies as well as the Vanderbilt Assessment of Leadership in Education, this model builds on the latest research to develop the capacity of leaders and schools in the LEARN and shoreline region.

Improving teaching and learning is at the core of what effective educational leaders do. As such, "Performance Expectation 1: Instructional Leadership" comprises half of the leadership performance and practice rating and the other three performance expectations are equally weighted.

These weightings are consistent for all administrators. For assistant administrators and other school-based 092 certificate holders in non-teaching roles, the Performance Expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers.

In order to arrive at these ratings, administrators are measured against the LEARN Leadership Framework (Appendix) which describes leadership actions across four performance levels for each of the performance expectations and associated attributes. The four performance levels are:

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for others to engage in action and lead. The Exemplary level is represented by leadership that moves beyond the individual leader/school and extends across the district or beyond. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Accomplished performance.
- **Accomplished:** The framework is anchored at the Accomplished Level using the indicators and performance expectations derived from the Connecticut School Leadership Standards. It describes the educational and personal leadership practices necessary to lead successfully.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of educational and personal leadership practices that are evolving. However, most of those practices lead to results that are inconsistent or they do not necessarily lead to positive or sustainable results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of educational leadership practices, misuse or general inaction on the part of the leader, or working against school and district improvement on the part of the leader.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each Performance Expectation in the LEARN/Shoreline Leadership Framework. Evaluators collect written evidence about and observe the administrator's leadership practice across the performance expectations described in the framework. Specific attention is paid to leadership performance areas identified as needing development. This is accomplished through the steps described above, undertaken by the administrator being evaluated and by the evaluator completing the evaluation. The steps include:

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

2. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Administrator evaluators must conduct at least two school site observations for any Administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession, or who have received ratings of *developing* or *below standard*.** Assistant principal evaluators shall conduct at least four observations of the practice of the assistant principal.
3. The administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward the expectations of Accomplished performance, with particular emphasis on any focus areas identified as needing development or attention.
4. Near the end of the school year, the Administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
5. The evaluator and the Administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *accomplished*, *developing*, or *below standard* for each Performance Expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year. (Supported by the “Summative Rating Form,” **Appendix**.)

School Based Administrators:

Rate Each Performance Expectation:

1. Instructional Leadership:

Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.

Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:

| | | | |
|---|--|---|--|
| <p>(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community</p> | <p>(3) Accomplished: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission,</p> | <p>(2) Developing: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for</p> | <p>(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or leadership practices that work</p> |
|---|--|---|--|

| | | | |
|--|---|--------------|------------------------------------|
| to achieve the mission, vision and goals for academic, behavioral and social improvement for all students. | vision, and goals for instructional improvement for students. | improvement. | against instructional improvement. |
|--|---|--------------|------------------------------------|

2. Human Capital/Talent Development:

Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.

Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:

| | | | |
|---|--|---|---|
| (4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches | (3) Accomplished: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development. | (2) Developing: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff. | (1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission. |
|---|--|---|---|

3. Management and Operations:

Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.

Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:

| | | | |
|--|--|--|---|
| (4) Exemplary: Integrates a wide range of personal and | (3) Accomplished: Uses a range of personal and | (2) Developing: Uses some or inconsistent personal or | (1) Below Standard: Applies inappropriate personal or |
|--|--|--|---|

| | | | |
|---|--|--|---|
| educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management. | educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities. | educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities | educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned. |
|---|--|--|---|

4. Culture and Climate:

| | | | |
|--|--|---|--|
| <p>Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.</p> <p>Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:</p> | | | |
| <p>(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.</p> | <p>(3) Accomplished: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.</p> | <p>(2) Developing: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.</p> | <p>(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.</p> |

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

| Exemplary | Accomplished | Developing | Below Standard |
|--|--|--|---|
| Exceeds the expectations of educational and personal leadership practices of the Leadership Framework. | Meets expectations of educational and personal leadership practices of the Leadership Framework. | Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership) | Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework. |

Assistant Administrators and Other School-Based Administrators:

| Exemplary | Accomplished | Developing | Below Standard |
|--|---|--|---|
| Exceeds the expectations of educational and personal leadership practices of the Leadership Framework. | Meets expectations of educational and personal leadership practices of the Leadership Framework | Progressing toward expectations of educational and personal leadership practices of the Leadership Framework | Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework. |

Central Office Administrators

The Central Office LEARN/Shoreline Leadership Framework parallels the administrator framework. Both school leaders and central office staff are connected by the core dimensions of their work; however, central staff have responsibilities for educational leadership practice that may vary in scope and responsibility. The Central Office and administrator rubrics are linked through the core dimensions of Educational Leadership Practice as well as Personal Leadership Practices.

| Administrators | | Central Office Administrators |
|--|---|---|
| Educational Leadership Practice | Personal Leadership Practice | Educational Leadership Practice |
| Instructional leadership | Efficacy, Initiative, Strategy | Instructional Leadership |
| Human Capital | Feedback, Decision Making Accountability | Human Capital/Talent Development |
| Management and Operations | Change Management | Organizational Management and Operations |
| Culture and Climate | Communication and Relationships | District Culture and Climate |

The Central Office Administrator framework can be found in the Appendix. Central Office Administrators use the district development and planning process to derive their work. Sources of

evidence parallel the administrator, both in terms of directly observable performance as well as documented evidence of progress. The rating system parallels that of the Administrator and is shaped by the nature of the central office administrator's role and scope of responsibility.

Component Two: Stakeholder Feedback (10%)

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

The stakeholders surveyed will be those in the best position to provide meaningful feedback to the Administrator. For school-based administrators, stakeholders will include teachers and parents, but may include other stakeholders (e.g, other staff, community members, students, etc.). Surveys will be administered anonymously and all LEARN administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. The surveys shall be administered annually. Data will be used as baseline data for the following year. Using the survey data, administrators will establish goals, within their school development plans, to address stakeholder feedback. Once the stakeholder feedback goal has been determined, the administrator will identify the strategies he/she will employ to meet the target.

Arriving at a Stakeholder Feedback Summative Rating

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

- 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. Select appropriate survey measures aligned to the CT Standards for School Leaders.
2. Review baseline data on selected measures.
3. Set one (1) target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high)
4. Later in the school year, administer surveys to relevant stakeholders
5. Aggregate data and determine whether the administrator achieved the established target

6. Assign a rating, using this scale:

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

Establishing what results in having “substantially exceeded” the target or what constitutes “substantial progress” is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set

Component Three: Student Learning Indicators (45%)

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

For the 2015-2016 academic year, the required use of state test data is suspended pending federal approval. **Therefore, 45% of an administrator’s rating for Student Learning will be based on student growth and performance on locally-determined measures.**

Locally Determined Measures

Administrators establish a minimum of three student learning objectives (goals) on measures they select that they will integrate into their school development plans. (If the Administrator has no state-wide assessments, at least three goals must be established). 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, the school must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students' performance or growth on school- or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.
- The process for selecting measures and creating goals should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way (described for principals):
 - First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
 - The Administrator uses available data to craft a school improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
 - The Administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
 - The Administrator chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
 - The Administrator shares the goals with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.

The Administrator and evaluator collect interim data on the 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, as follows:

| Exemplary | Accomplished | Developing | Below Standard |
|---|--|---|--|
| Met all three goals and substantially exceeded at least 2 targets | Met 2 goals substantially with substantial progress on the third | Met 1 goals and made substantial progress on at least 1 other | Met 0 goals OR Met 1 goal and did not make substantial progress on the other two |

Component Four: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness – as measured by an aggregation of teachers’ student learning objectives (goals) – is 5% of an administrator’s evaluation. Improving teacher effectiveness is central to an Administrator’s role in driving improved student learning outcomes. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the Administrator evaluation model also assesses the outcomes of all of that work.

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

In order to maintain a strong focus on teachers setting ambitious goals for their evaluation, it is imperative that evaluators discuss with the administrators their strategies in working with teachers to set goals. During the evaluation process, administrators are expected to share samples of their work with teacher supervision and evaluation, as the process of evaluation is also a critical variable in an administrator’s success.

| Exemplary | Accomplished | Developing | Below Standard |
|--|--|--|--|
| >80% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation | >60% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation | >40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation | <40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation |

The same effectiveness ratings apply for Assistant Principals or other administrators who evaluate teachers. For Central Office Administrators, the 5% is based on the ratings of the individuals that the Central Office Administrator evaluates. It is supported by evidence of the level of success of the evaluations that were conducted.

Determining End of Year Summative Ratings

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

A. PRACTICE:

Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator’s performance on the four Performance Expectations of the LEARN/Shoreline Leadership Framework rubric and the stakeholder feedback targets. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *exemplary* or *below standard*, respectively.

B. OUTCOMES:

Student Learning Indicators (45%) + Teacher Effectiveness Outcomes (5%) = 50%

The outcome rating derives from the student learning measures and teacher effectiveness outcomes. Evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either *exemplary* or *below standard*, respectively.

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

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

| | | <i>PRACTICE RELATED INDICATORS RATING</i> | | | |
|---|-----------------------|---|---------------------|-------------------|----------------------------|
| | | Exemplary | Accomplished | Developing | Below Standard |
| <i>OUTCOMES RELATED INDICATORS RATING</i> | Exemplary | Exemplary | Exemplary | Accomplished | Gather Further Information |
| | Accomplished | Accomplished | Accomplished | Accomplished | Gather further information |
| | Developing | Accomplished | Developing | Developing | Below Standard |
| | Below Standard | <i>Gather further information</i> | Below Standard | Below Standard | Below Standard |

Summative Administrator Evaluation Rating

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

1. **Exemplary:** Substantially exceeding indicators of performance
2. **Accomplished:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
4. **Below standard:** Not meeting indicators of performance

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

- Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the LEARN Framework) with “Instructional Leadership” evidenced as accomplished or exemplary
- Meeting Performance Expectations in the three other areas of leadership practice
- Meeting one target related to stakeholder feedback
- Meeting local targets on tests of core academic subjects
- Meeting and making progress on two student learning objectives/goals aligned to school and LEARN priorities
- Having more than 60% of teachers proficient on the student growth portion of the evaluation

Supporting administrators to reach the accomplished level is at the very heart of this evaluation model. *Exemplary* ratings are reserved for performance that significantly exceeds accomplished 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. *Accomplished* represents fully satisfactory performance, that is, effective performance.

A rating of *Developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and a pattern at the *Developing* level is, for an experienced administrator, a cause for concern: an administrator would then be put on the professional assistance plan. On the other hand, for principals in their first year, performance rated *Developing* is acceptable at the beginning of their practice. If a pattern of *Developing* continues without adequate progress or growth, the Administrator will be moved to professional assistance. A rating of *Below Standard* indicates performance that is below proficient on all components or unacceptably low on one or more components. The Administrator will be moved to a professional assistance plan.

Professional Assistance Plan

An Administrator who receives a final summative rating of “Developing” or “Below standard” will be required to work with their evaluator to design a professional assistance plan. This personalized improvement plan will be created after the completion of the summative evaluation rating conference. If an administrator does not successfully complete the plan and make adequate progress or growth, they will be deemed ineffective. An administrator may be moved to a Professional Assistance Plan at any point during the school year as appropriate.

Evaluation Criteria: The evaluation criteria are derived from the components of the School Development and Performance Plan and CT School Leader Standards. The plan should target areas in need of improvement: 1) Leadership Practice, 2) Stakeholder Feedback, 3) Student Learning, and 4) Teacher Effectiveness Outcomes.

Methods: The methods to evaluate are the same as those described above and include some of the following, depending on the areas of need:

- Comprehensive goal setting
- Observations in a range of settings
- Examination of artifacts/data
- Reflective conversations with supervisors
- Assignment of coaches
- Constructive, ongoing feedback
- Assistance and support from evaluator or designee
- Appropriate resources to support growth and development

Time period: The timeframe is dependent upon the nature of the area of concern and the extent of the needs for change and improvement.

Accountability: Documentation of evaluation criteria will include summative ratings supported by evidence, with a timeline as determined above. It may include strengths, areas needing improvement and recommended strategies for meeting any next steps. It may also include a recommendation regarding continued employment.

Peer support: The primary support for the Administrator in this format will be the evaluator. Others, including peers or executive coaches, may provide additional supervision or assistance.

Evaluator: The evaluator for staff in this Professional Assistance Plan will be the Executive Director/Superintendent and/or her designee.

Evaluation-based Professional Learning

LEARN, as an organization, is committed to supporting the continuous growth and development of the leadership of the organization. LEARN provides professional learning opportunities for administrators, based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, or the results of stakeholder feedback. They may be provided through our regularly scheduled administrative team meeting time, or additional sessions as necessary. In addition, individual opportunities to learn may be provided both within or outside of the organization to meet individual learning needs.

Career Development and Growth

LEARN values opportunities for career development and professional growth. These opportunities may be about deepening skills, knowledge or understanding in the particular job an administrator holds and/or helping to develop and explore new career options, and/or helping others to develop into leaders throughout the organization. LEARN provide opportunities for career and professional growth based on an Administrator's performance identified through the evaluation process. Examples of these range of growth opportunities include but are not limited to: observation of peers; mentoring/coaching early career administrators; leading learning experiences for peers; cultivating leaders within a building; connecting research to practice; contributing to LEARN as an organization and providing opportunities for others to grow; differentiated career pathways, or the development of skills to lead to new career opportunities, and targeted professional development based on areas of need. The development of leadership occurs on a continuum. The LEARN approach allows for the development of leadership at every stage of a leader's career and to support others along that journey of growth and development.

Appendices for Administrator Evaluation

- A. End of Year Conference Guiding Questions for Administrators
- B. Final Summative Rating For Administrators
- C. Connecticut School Leadership Standards
- D. LEARN/Shoreline Leadership Framework
- E. LEARN/Shoreline Central Office Leadership Framework

PART FOUR: DIRECTOR DEVELOPMENT AND PERFORMANCE PLAN

The LEARN Director Development and Performance Plan is designed for non school based leaders at LEARN. This plan aligns with the Administrator and Teacher Development and Performance Plans. It is grounded in the following purposes as defined by our team:

- To support student learning through our supports for adult learning, growth and development as a measure of our success as leaders;
- To commit to continuous growth and development for ourselves and individuals that we lead;
- To use data, not just hunches, as a means to examine our practice and to drive our plans and actions;
- To use reflection as a key tool, both individually and collectively, to shape our practice;
- To ensure that we develop and maintain high quality relationships with our stakeholders;
- To ensure that we communicate well and give and receive feedback on our leadership; and
- To ensure that we examine and seek to strengthen our capacity and resources.

It is grounded in the belief that great leaders lead great service centers. The purpose of the new evaluation model is to evaluate director performance fairly and accurately and to help each leader strengthen his/her practice ultimately to improve our service to our clients. The LEARN Director Development and Performance Plan connects to our organizational expectations for continuous improvement and growth. The Model of Continuous Improvement is a defining connection between all three of the sub-plans. Our director evaluation model is founded on a set of core principles about the power of great leaders and the critical role of accountability in developing them.

Design Principles

The following design principles are interdependent; each is critical in determining that evaluations are designed to help our leaders meet the needs of all of our key stakeholders:

1 Focus on What Matters Most

The various ways in which each unit supports the mission of innovating, connecting and serving is key. The services that directors lead are provided both to internal and external stakeholders and those services vary across the agency, however, the focus on quality innovation, connection and service is key.

2 Proactive Leadership Matters

As a service agency, directors must lead with both a mindset to be proactive as well as responsive to districts needs and interests. It is a delicate balance between bringing in innovative ideas while at the same time, responding to specific requests for service. It requires leadership that can be both proactive as well as responsive.

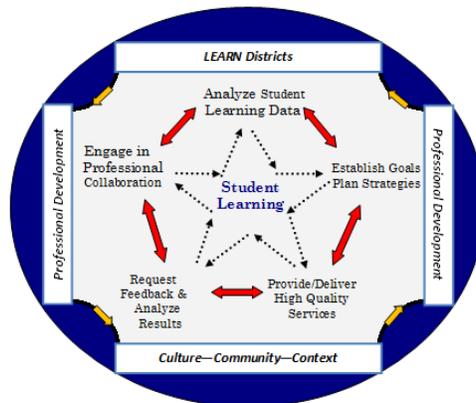
3 Flexibility is Key

In order to earn sustained support from leaders and to contribute to meeting the needs of LEARN and its members, the evaluation process needs to be flexible. Each directors' position is unique and can be shaped by external forces. This environment requires each director to be flexible and responsive and requires an evaluation system that is also flexible and responsive to changing contexts and needs.

Model of Continuous Improvement

The LEARN Director (non-school based) Development and Performance Plan parallels the Teacher Development and Performance Plan, defining director effectiveness in terms of practice and performance , including stakeholder feedback).

LEARN Continuous Improvement Plan



Overview of the Process

Each director participates in the evaluation process as a cycle of continuous improvement. It begins with the examination of stakeholder data, or other key sources of data that define effectiveness. The director then develops a set of meaningful goals, and where applicable, creates a departmental development and performance plan. The development plans must support the mission of the organization, and include the collective examination of results as well as how directors provide feedback and collaborate with all stakeholders throughout the process.

The evaluation begins with goal-setting for the 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 directors 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 director's subsequent goal setting, as the cycle continues into the subsequent year.

The cycle itself begins with the following processes:

June-July: Orientation and Context Setting

To begin the process, the director needs the following:

6. Stakeholder survey data and/or other key data sources of effectiveness are available for review;
7. The Executive Director or her designee has communicated priorities for the year;
8. The director has developed a set of key goals and a department development plan, where applicable; and,
9. The evaluator has reviewed the written goals/plan with the director.

July-September: Goal-Setting and Plan Development

Before a school year starts, directors identify key goals, drawing on available data, the Executive Director's priorities, their current departmental efforts, and prior evaluation results (where applicable). The director and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

Are there any assumptions about specific goals that need to be shared because of the particular context?

Are there any elements for which effective performance will depend on factors beyond the control of the directors? If so, how will those dependencies be accounted for in the evaluation process?

What are the sources of evidence to be used in assessing a director's performance?

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the director 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 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.

September-December: Plan Implementation and Collect Evidence

As the director implements the plan, he/she and the evaluator both collect evidence about the director's practice. Further, central to this process is providing meaningful feedback based on observed practice, where applicable. This process relies on the professional judgment of the director and evaluator to determine appropriate sources of evidence and ways to collect evidence regarding progress. At least monthly meetings are recommended.

January: Mid-year Formative Review

Midway through the year is the time for a formal check-in to review progress. In preparation for meeting:

The administrator analyzes available stakeholder or other data and considers progress toward outcome goals.

The evaluator reviews any available evidence to identify key themes for discussion.

The director and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward 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 that could impact accomplishment of outcome goals; goals may be changed at this point.

May-June: Self-Assessment

In the spring, the director is expected reflect on their progress toward their goals. The director and evaluator meet in the late spring to discuss the director's self-assessment and all evidence collected over the course of the year. The meeting is intended as an opportunity to convey both strengths and areas of growth as well as implications for continuous improvement. After the meeting, the Executive Director creates a summative assessment of the director's performance. The Executive Director completes the summative evaluation report, shares it with the director, and adds it to the personnel file with any written comments attached that the director requests to be added within two weeks of receipt of the report. Summative ratings are expected to be completed for all administrators by June 30 of a given year. Exceptions may be made on an individual basis.

Evaluation-based Professional Learning

LEARN, as an organization, is committed to supporting the continuous growth and development of the leadership of the organization. LEARN provides professional learning opportunities for administrators, based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional

practice, or the results of stakeholder feedback. They may be provided through our regularly scheduled administrative team meeting time, or additional sessions as necessary. In addition, individual opportunities to learn may be provided both within or outside of the organization to meet individual learning needs.

Career Development and Growth

LEARN values opportunities for career development and professional growth. These opportunities may be about deepening skills, knowledge or understanding in the particular job an administrator holds and/or helping to develop and explore new career options, and/or helping others to develop into leaders throughout the organization. LEARN provide opportunities for career and professional growth based on director's performance identified through the evaluation process. Examples of these range of growth opportunities include but are not limited to: observation of peers; mentoring/coaching early career administrators; leading learning experiences for peers; cultivating leaders within a building; connecting research to practice; contributing to LEARN as an organization and providing opportunities for others to grow; differentiated career pathways, or the development of skills to lead to new career opportunities, and targeted professional development based on areas of need. The development of leadership occurs on a continuum. The LEARN approach allows for the development of leadership at every stage of a leader's career and to support others along that journey of growth and development.

DISPUTE RESOLUTION. Should the evaluator and evaluatee have difficulty determining goals or with adherence to the process, the evaluatee may request that another director meet together with the evaluator to resolve the dispute. The Executive Director is the final decision maker.

NOTE: Other applicable processes, guidelines and practices not specifically identified in this section can be found in Section III.

References

City, Elmore, Fiarman and Teitel (2009) *The Instructional Core*.

Common Core of Teaching (2010)

Connecticut School Leadership Standards

Connecticut SEED website (http://www.connecticutseed.org/wp-content/uploads/2013/05/CCT_Instrument_and_Rubric_DRAFT.pdf)

The Wallace Foundation paper [*Assessing the Effectiveness of School Leaders*](#) (2009)

Several studies from Vanderbilt University (<http://www.valed.com/about.html>) support the use of an integrated framework. The Vanderbilt Assessment of Leadership in Education

The Wisconsin Framework for Principal Leadership, 2014-2015

American Institute of Research's *The Ripple Effect* (Clifford, Behrstock-Sherratt, and Feters, 2012).

ISLLC standards

The LEAD Connecticut Turnaround Principal Competencies

Delaware Administrator Performance Plan

Elmore 2011 Developmental Rubric for School Improvement

Great Principals at Scale; Creating District Conditions that Enable All Principals to be Effective, New Leaders, 2014

Organizing School for Improvement , Bryk et al, 2010

Appendices

Forms: Teacher Evaluation

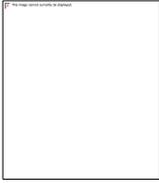
1. Goal Setting Form
2. Mid-Year Check-In Goal Conference
3. Pre-Observation Conference Form
4. Post-Observation Conference Form
5. LEARN Written Observation and Conference Summary
6. End of the Year Teacher Self Reflection/Rating Form

B. Rubric - Connecticut SDE – The CCT Rubric for Effective Teaching

Administrator Evaluation

- F. End of Year Conference Guiding Questions for Administrators
- G. Final Summative Rating For Administrators
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- J. LEARN/Shoreline Central Office Leadership Framework

Appendix A1 Goal Setting Form



- 1st Student Outcome Goal (SLO) (22.5%)
- 2nd Student Outcome Goal (SLO) (22.5%)
- Student Learning Goal (5%)
- Parent Feedback Goal (10%)

Teacher's Name: _____ School: _____ Date of Conference: _____

| |
|--|
| What is your evidence that supports your goal? |
| |
| What is your goal? |
| |
| As a result of your work, what learning or positive change will our learners demonstrate? Students will be able to... |
| This objective is aligned to these standards (where applicable) (e.g., CCSS, school learning expectations, NGSS, AP) |
| |
| What strategies will you employ to meet these objectives? |
| |
| Professional learning that will support you with this objective (e.g., professional support, resources, workshop, peer support, research, professional learning community): |
| Which domain/indicator on the Common Core of Teaching will this professional learning support? |
| Indicators of Academic Growth and Development: How will I know that the objective has been met? (What is the targeted performance expectation for selected students? What data will I collect to assess progress? Please provide specific percentage of growth or achievement.) |
| |



Appendix A2
MID-YEAR CHECK-IN GOAL CONFERENCE
Teacher Form

Teacher's Name: _____

School: _____

Date of Conference: _____

Describe your progress to date for each of the four goals.

(Please number and label each goal & provide evidence of performance.)

Evaluator Comments (if applicable):

Describe the professional learning and/or strategies or teaching standards focus that have contributed to your progress.

Evaluator Comments (if applicable):

Describe any challenges or barriers to achieving any of your four goals.

(Please specify the goal)

Evaluator Comments (if applicable):

What modified action steps and/or adjustments to your goal will you implement to address challenges or continue to make progress toward your goals?

Evaluator Comments (if applicable):

_____ Date _____

Teacher Signature

_____ Date _____

Evaluator Signature



Appendix A3
Pre-Observation Conference Form
To be submitted electronically prior to Pre-Observation Conference

Teacher:
Subject/Class:

School:
Time/Period:

Grade(s):
Date of Observation:

| |
|--|
| Lesson Objectives: What will the students know, understand, and be able to do as a result of the lesson? |
| <u>Content standards met (include literacy strategies where applicable):</u> <u>Lesson objective(s):</u> <u>What came before?</u> <u>What comes next?</u> <u>Previous data used to plan this lesson:</u> <u>Learner background information – prior knowledge and skills related to this lesson:</u> |
| Outline any teaching strategies and/or learning activities that you have planned What will you be doing? What will your students be doing? |
| <u>Materials/Resources:</u> <u>Initiation:</u> <u>Lesson Development and Instructional Strategies:</u> <u>Closure:</u> <u>Differentiation:</u> |
| Outline any assessments/approaches you plan to use to monitor student learning. <i>(How will you know if your students achieved the objective?)</i> |
| <u>Formative Assessment:</u> <u>Summative Assessment:</u> |
| What aspects of the lesson or specific teaching standards would like specific feedback on or about? |
| |

Appendix A4

Post-Observation Conference Form

Formal Observation:

#1 #2 #3



Teacher:
Subject/Class:

School:
Time/Period:

Grade(s):
Date of Observation:

*This form must be filled out by the evaluator after conferencing with the teacher.
Use the questions to guide the conversation with the teacher.*

Feedback to the teacher was given: Verbal Written Date:

How successful was the lesson and how do you know it? To what degree did the students achieve the lesson objective?

Evaluator Comments:

What, if anything, did you change from your plan, and why?

Evaluator Comments:

If you were to teach this lesson again, what would you do differently next time?

Evaluator Comments:

Other Discussion Points/Wonderings:

Evaluator Comments:



LEARN Written Observation and Conference Summary A5

Formal Observation:

#1 #2 #3

Informal Observation:

#1 #2 #3

Teacher:

School:

Grade(s):

Subject:

Time/Durations:

Evaluator:

Date of Observation:

Pre-Conference:

Post Conference:

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

| | <i>Consistently Demonstrated</i> | <i>Not Observed/NA</i> | <i>Improvement Needed</i> |
|---|----------------------------------|------------------------|---------------------------|
| 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of students. | | | |
| 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. | | | |
| 1c. Maximizing instructional time by effectively managing routines and transitions. | | | |

Supporting Statements:

What was observed; What is needed for next observation; Identify expected growth, resources, strategies:

-
-
-
-
-
-

| | | | | |
|---------------------------------|----------|----------|----------|-----------|
| Overall Domain 1 Rating: | E | P | D | BS |
|---------------------------------|----------|----------|----------|-----------|

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

| | <i>Consistently Demonstrated</i> | <i>Not Observed/NA</i> | <i>Improvement Needed</i> |
|--|----------------------------------|------------------------|---------------------------|
| 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. | | | |
| 2b. Planning instruction to cognitively engage students in the content. | | | |

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

Supporting Statements:
What was observed; What is needed for next observation; Identify expected growth, resources, strategies:

-
-
-
-
-
-

| | | | | |
|---------------------------------|----------|----------|----------|-----------|
| Overall Domain 2 Rating: | E | P | D | BS |
|---------------------------------|----------|----------|----------|-----------|

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

| | <i>Consistently Demonstrated</i> | <i>Not Observed/NA</i> | <i>Improvement Needed</i> |
|--|----------------------------------|------------------------|---------------------------|
| 3a. Implementing instructional content for learning. | | | |
| 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. | | | |
| 3c. Assessing student learning, providing feedback to students and adjusting instruction. | | | |

Supporting Statements:
What was observed; What is needed for next observation; Identify expected growth, resources, strategies:

-
-
-
-
-
-

| | | | | |
|---------------------------------|----------|----------|----------|-----------|
| Overall Domain 3 Rating: | E | P | D | BS |
|---------------------------------|----------|----------|----------|-----------|

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

| | <i>Consistently Demonstrated</i> | <i>Not Observed/NA</i> | <i>Improvement Needed</i> |
|---|----------------------------------|------------------------|---------------------------|
| 4.a. Engaging in continuous professional learning to impact instruction and student learning. | | | |

| | | | |
|--|----------|----------|--------------------|
| 4.b. Collaborating to develop and sustain a professional learning environment to support student learning. | | | |
| 4.c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning. | | | |
| Supporting Statements: <i>What was observed; What is needed for next observation; Identify expected growth, resources, strategies:</i> | | | |
| <ul style="list-style-type: none"> • • • • • • | | | |
| Overall Domain 4 Rating: | E | P | D BS |

Evaluator Signature

Teacher Signature

Teacher Self Reflection with Data Indicators
Student Learning Achievement Measures: 45%
To be completed by teacher

Review of academic goals: For each of the academic goals, please describe your progress relative to the indicators of academic growth.

Goal Two:

To what extent did you meet the established targets on your indicator of academic growth? Did most students meet the indicators within a few points on either side of the target? What actions did you take that contributed to the student progress? What, if anything, got in the way? What most contributed to the results?

Evaluator Notes:

Scoring Rubric:

| Below Standard | Developing | Accomplished | Exemplary |
|--|---|---|---|
| A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made. | Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, some progress towards the goal was made. | The predicted % of students met the targeted outcome (within a few points on either side of the target(s).) | A greater percentage of students than predicted met or exceeded the targeted outcome. |

Using the rubric above, which section best describes the students' performance?

| | | | |
|---------------------|-----------------|-------------------|----------------|
| Below standard 1 | Developing 2 | Accomplished 3 | Exemplary 4 |
|---------------------|-----------------|-------------------|----------------|

Goal 2 (22.5%) =

**Student Feedback: Whole School or Teacher Level
Whole School Student Learning Indicator: 5%**

What were the results? To what extent did we (you) achieve the goals? Provide data.
(For whole school student feedback, this section would be completed by the evaluator. For classroom level, this section would be completed by the teacher.)

What did you do to contribute to these results? What might be done differently? Where should we go next?
(This section to be completed by the teacher.)

Scoring Rubric:

| Below Standard | Developing | Accomplished | Exemplary |
|-----------------------|------------------------|---------------------|-------------------|
| Did not meet the goal | Partially met the goal | Met the goal | Exceeded the goal |

Using the rubric for this 5%, where would you situate the results? Circle one number.

| | | | |
|--------------------------------|-----------------|-------------------|----------------|
| Below standard 1 | Developing 2 | Accomplished 3 | Exemplary 4 |
| Student Feedback (5%) = | | | |

Overall Student Outcomes and Learning Rating: (This section is the responsibility of the evaluator.)

At this point, Student Learning Achievement Measures and the Whole School Student Learning components are combined. Combining the 45% +5% for the **50%**, where would we situate the results?

| | | | |
|---------------------|-----------------|-------------------|----------------|
| Below standard 1 | Developing 2 | Accomplished 3 | Exemplary 4 |
| 50% = | | | |

Teacher Performance and Practice (40%)

Review the overall rubric of the *CT Rubric for Effective Teaching*. What have been your greatest successes in teaching? Your greatest challenges? Consider all your observations and use the data collected/reviewed throughout the year to estimate where your rating for each domain would fall.

Domain 1: Classroom Environment, Student Engagement and Continuous Learning

Teacher Rating for Domain 1?

Evaluator Rating for Domain 1?

Domain 2: Planning for Active Learning

Teacher Rating for Domain 2?

Evaluator Rating for Domain 2?

Domain 3: Instruction for Active Learning

Teacher Rating for Domain 3?

Evaluator Rating for Domain 3?

Domain 4: Professional Responsibilities and Teacher Leadership

Teacher Rating for Domain 4?

Evaluator Rating for Domain 4?

Scoring Rubric:

| Below Standard | Developing | Accomplished | Exemplary |
|------------------------------------|---|--|---|
| Two or more ratings below standard | Minimum of two accomplished ratings and not more than one rating below standard | Minimum of three accomplished ratings and no rating below standard | Minimum of three exemplary ratings and no rating below accomplished |

Across all four domains, use the rubric to best describes the teacher's practice?

| | | | |
|---------------------|-----------------|-------------------|----------------|
| Below Standard 1 | Developing 2 | Accomplished 3 | Exemplary 4 |
|---------------------|-----------------|-------------------|----------------|

Formal and informal observations (**40%**) =

Parent Feedback (10%)

Here are the results of our school's parent goal: *(Evaluator insert or attach schoolwide results.)*

Did the school meet the goal? What did you do to contribute to these results? What might be done differently? Where should we go next? *(This section to be completed by teacher)*

Scoring Rubric

| Below Standard | Developing | Accomplished | Exemplary |
|-----------------------|------------------------|---------------------|-------------------|
| Did not meet the goal | Partially met the goal | Met the goal | Exceeded the goal |

Use the rubric to best determine where to situate the results? Circle

| | | | |
|---------------------|-----------------|-------------------|----------------|
| Below standard 1 | Developing 2 | Accomplished 3 | Exemplary 4 |
|---------------------|-----------------|-------------------|----------------|

Parent Feedback (10%) =

Overall Teacher Performance and Practice Rating

At this point, Teacher Performance and Practice results (40%) and the Parent Feedback results (10%) are combined. Combining the two (40% + 10%), for 50%, where would we situate the results?

| | | | |
|---------------------|-----------------|-------------------|----------------|
| Below Standard 1 | Developing 2 | Accomplished 3 | Exemplary 4 |
|---------------------|-----------------|-------------------|----------------|

40% + 10% =

Teacher Final Summative Rating: *(This page is the responsibility of the evaluator.)*

Teacher Name _____ Date _____

Transfer the rating for each component to this first matrix. Use this data to arrive at a FINAL RATING below.

| Category | 45% | 5% | 40% | 10% |
|--|--------------------------|----|------------------------------|-----|
| Actual Ratings E-Exemplary A-Accomplished D-Developing BS-Below Std. | | | | |
| Overall Ratings | 50% Achievement Outcomes | | 50% Performance and Practice | |
| | | | | |

| FINAL RATING | | | | | |
|---|----------------|---|----------------------------|----------------|----------------------------|
| Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. If the two focus areas are highly discrepant then the evaluator would examine the data and gather additional information in order to then move to making the final rating. | | | | | |
| | | Teacher Performance and Practice Rating | | | |
| | | Exemplary | Accomplished | Developing | Below Standard |
| Student Outcomes and Learning Rating | Exemplary | Exemplary | Exemplary | Accomplished | Gather Further Information |
| | Accomplished | Accomplished | Accomplished | Accomplished | Gather further Information |
| | Developing | Accomplished | Accomplished | Developing | Below Standard |
| | Below Standard | Gather Further Information | Gather Further Information | Below Standard | Below Standard |

If rated “Developing” or “Below Standard,” what are the next steps?

Signed: _____ (Evaluator) Signed: _____ (Teacher)

Date: _____ Date: _____

This page to be forwarded for filing the in the teacher’s personnel file.

LEARN Rubric Quick Review Sheet 2014-2015

For Goals One and Two (45%)

| Below Standard | Developing | Accomplished | Exemplary |
|--|--|---|--|
| A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made. | Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, progress towards the goal was made. | The predicted % of students met the targeted outcome (within a few points on either side of the target(s).) | A greater percentage of students than predicted met or exceeded the targeted outcome |

For student feedback (5%)

| Below Standard | Developing | Accomplished | Exemplary |
|-----------------------|------------------------|--------------|-------------------|
| Did not meet the goal | Partially met the goal | Met the goal | Exceeded the goal |

For Classroom Observations, Informal Observations and Reviews of Practice (40%)

| Below Standard | Developing | Accomplished | Exemplary |
|------------------------------------|---|--|---|
| Two or more ratings below standard | Minimum of two accomplished ratings and not more than one rating below standard | Minimum of three accomplished ratings and no rating below standard | Minimum of three exemplary ratings and no rating below accomplished |

For Parent Feedback (10%)

| Below Standard | Developing | Accomplished | Exemplary |
|---|--|----------------------------------|---------------------------------------|
| Did not meet the goal/improvement targets | Partially met the goal/improvement targets | Met the goal/improvement targets | Exceeded the goal/improvement targets |

CCT Rubric for Effective Teaching, 2014

**may be viewed or downloaded
from this link:**

http://www.connecticutseed.org/wp-content/uploads/2014/05/CCT_Rubric_for_Effective_Teaching-May_2014.pdf

The Common Core of Teaching Rubric for Effective Service Delivery 2014, found on the connecticutseed.org website:

<http://www.connecticutseed.org/>

content/uploads/2014/10/CCT_Rubric_for_Effective_Service_Delivery_2014.pdf

Appendices for Administrator Evaluation

LEARN Educator Development and Performance Plan:

A Process of Support and Evaluation for All LEARN Professionals



Administrator portion of the LEARN Plan

May 1, 2015

PART THREE: ADMINISTRATOR DEVELOPMENT AND PERFORMANCE PLAN

The LEARN Administrator Development and Performance Plan aligns with the Teacher Development and Performance Plan. It is grounded in the following purposes as defined by our team:

- To support student learning, growth and development as a key measure of our success as leaders;
- To commit to continuous growth and development for ourselves and individuals that we lead;
- To use data, not just hunches, as a means to examine our practice and to drive our plans and leadership actions;
- To use reflection as a key tool, both individually and collectively, to shape our practice;
- To ensure that we develop and maintain high quality relationships with our stakeholders;
- To ensure that the practice of leadership incorporates the traits of efficacy, initiative and strategy, feedback and decision making, change management, and communication and relationships;
- To ensure that we communicate well and give and receive feedback on our leadership; and
- To ensure that we examine and seek to strengthen our capacity and resources.

This plan is grounded in the belief that great leaders lead great schools. The Model of Continuous Improvement in the Teacher Development and Performance Plan is a defining connection between the two plans.

The purpose of the evaluation model is both to evaluate Administrator performance fairly and accurately and to help each leader strengthen his/her practice to lead to school and district development and improvement. Our administrator evaluation model is founded on a set of core principles about the power of great leaders and the critical role of accountability in developing them.

Design Principles

The following six design principles are interdependent; each is critical in determining that evaluations meet the needs of teachers, school leaders and students. They build upon CT's efforts at administrator evaluation and include current research and best practice in leadership development:

1 Focus on What Matters Most

The Four areas defined by the state board as what matters for administrators are: student learning indicator (45%), administrator performance and practice (40%), stakeholder feedback (10%), and teacher effectiveness outcomes (5%). Instructional leadership is the key defining trait of high quality school leadership and is weighted as such in this plan. It connects directly to our teacher core principle: the instructional core matters and focusing on student learning and the teaching that shapes that learning is key.

2 Emphasize Growth Over Time

No single data point can paint a complete picture of a leader's performance. The LEARN Administrator Development and Performance Plan uses multiple measures and begins with the premise that an individual's performance should be about their improvement from an established starting point. This applies to their professional practice goals and the outcomes they are striving to reach. Attaining high levels of performance matters, and maintaining high results is part of the work, but the model should encourage administrators to pay attention to continually improving practice, which is affirmed in LEARN's model of continuous improvement.

3 Interface of Educational Leadership Practice and Personal Leadership Practice

Effective school and district leadership considers not only what needs to be done, but how the personal leadership practice of an administrator builds sustainable and coherent practices in a school that builds the capacity of staff, students, and the community at large. The Wallace Foundation paper [*Assessing the Effectiveness of School Leaders*](#) (2009) documents the importance of synthesizing technical knowledge with leadership competencies, noting that a focus on "driver" behaviors that improve instruction and promote necessary school change, anchored in standards, is critical for school and organizational improvement. Additionally, the Wallace Foundation notes that a focus on formative rather than summative feedback is critical to the growth of school leaders. Finally, several studies from Vanderbilt University (<http://www.valed.com/about.html>) support the use of an integrated framework. Other states have aligned their leadership frameworks to educational and personal leadership competencies, notably the Wisconsin leadership framework.

4 School and District Development Planning as the Foundation for Improvement

Strategic planning is the essence of focused school improvement, and this plan relies on school and district plans to guide the continuous improvement process. The evidence of proficient leadership practices are tied to the strategic goals and objectives of the school and district development plans, supported by observational and documented evidence. Additionally, these plans are intended to be aligned with and tied to ongoing embedded professional learning opportunities for teachers, administrators, and support staff.

5 Professional Learning and Development

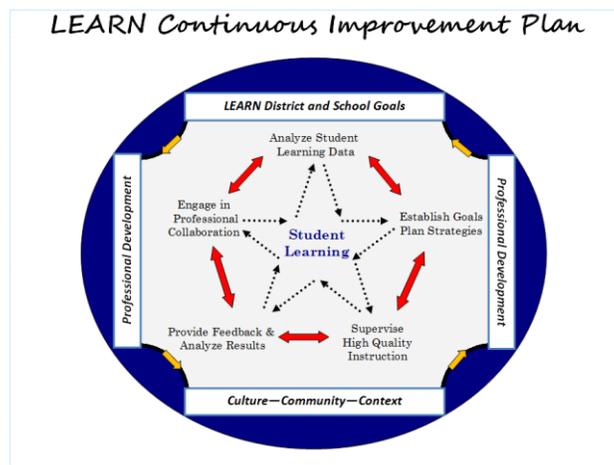
An evaluation process must have meaningful implications, both positive and negative, in order to earn sustained support from school leaders and to contribute to the systematic improvement of schools. Of key importance is the professional conversation between Administrator and his/her supervisor that can be accomplished through a well-designed and well-executed evaluation system. So the model requires evaluators to observe the practice of administrators and collect and examine adequate evidence to make well informed judgments about the quality and efficacy of practice.

6 Consider Implementation at Least as Much as Design

This plan is designed to limit excessive demands on those doing evaluations or being evaluated. The work is integrated into the overall school improvement and development efforts of LEARN and is integral to the work, not an addition to it. The plan underscores the importance of the need for evaluators to build skills in setting goals (for themselves and with others), observing practice, and providing high quality feedback.

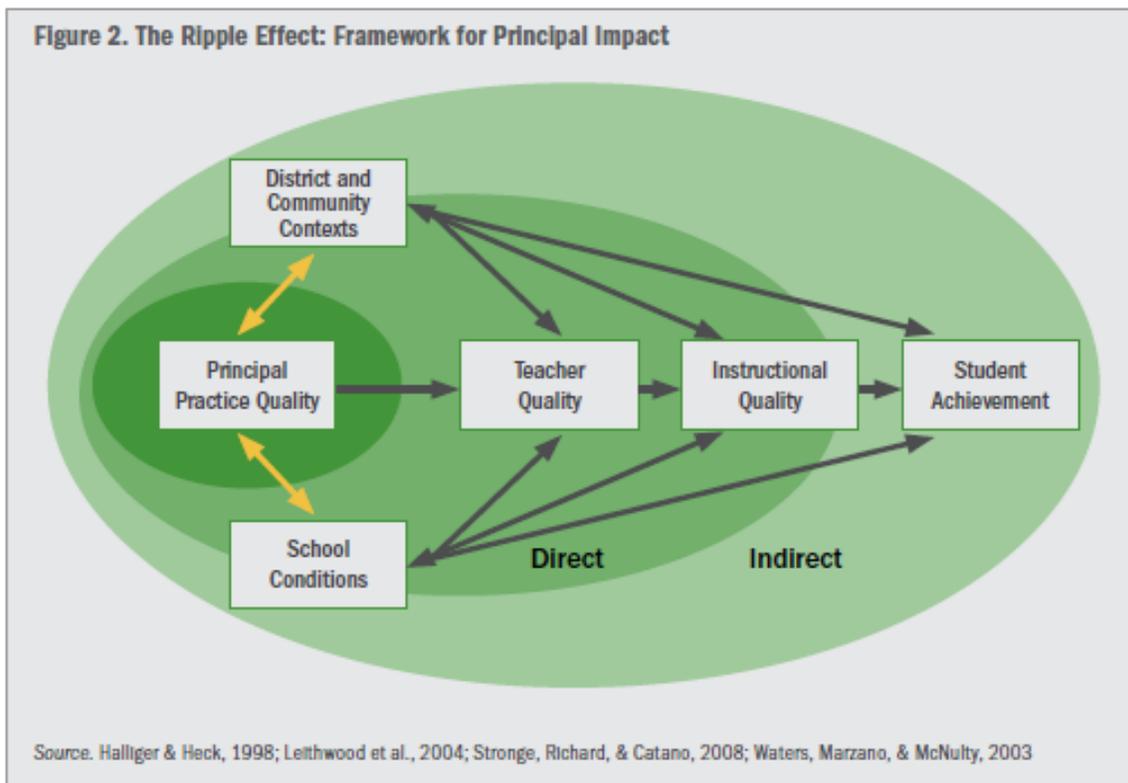
Model of Continuous Improvement

The LEARN Administrator Development and Performance Plan parallels the Teacher Development and Performance Plan defining effectiveness in terms of practice and performance (practice and stakeholder feedback), and student outcomes and teacher effectiveness outcomes/learning (academic progress and teacher growth and development).



The model of continuous improvement depends on the development of synergy between school and district efforts to support the practice of educators in the service of student learning. In this evaluation model, this is reified in the form of core practices that create a “through line” from mission and vision to school and district improvement plans to leadership actions. This through-line connects from the LEARN mission and vision, and theory of action, to the school development planning process. The school development process is then driven by careful analysis of multiple indicators of school performance, supported by strategic goals, strategies and action steps. The process of improvement is driven by the leader’s theory of action and personal leadership that is grounded in efficacy and identified strategies, supported by providing meaningful and actionable feedback, engaged through appropriate change management strategies, and grounded in high quality relationships and meaningful communication. The process of continuous school and district improvement is shaped by the school culture, community and context in which each school resides. These efforts require supported professional learning experiences for administrators that address their range of needs and areas for growth.

An additional source of particular importance is the American Institute of Research’s *The Ripple Effect* (Clifford, Behrstock-Sherratt, and Feters, 2012). In this synthesis of research on principal effectiveness, the authors analyze the principal leadership actions most likely to effect the ongoing improvement of a school. Exemplified in the diagram below, this framework focuses on the direct effects of principal leadership to create better outcomes for students.



Additionally, this framework is aligned with and meets the requirements as specified in the CSDE guidelines and requirements for administrator evaluation.

This evaluation model describes 4 levels of performance for administrators and focuses on the practices and outcomes of accomplished administrators. These administrators can be characterized as:

- Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the LEARN Framework) with “Instructional Leadership” evidenced as accomplished or exemplary
- Meeting Performance Expectations in the three other areas of leadership practice
- Meeting one target related to stakeholder feedback
- Meeting local targets on tests of core academic subjects
- Meeting and making progress on two student learning objectives/goals aligned to school and LEARN priorities
- Having more than 60% of teachers proficient on the student growth portion of the evaluation

What follows is a description of the plan and the four components on which administrators will be evaluated: **1) leadership performance and practice, 2) stakeholder feedback, 3) student learning indicators, and 4) teacher effectiveness outcomes.** The document also includes steps for arriving at a final summative rating. The model is derived from: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation; the Vanderbilt Assessment of Leadership in Education, as well as the work referenced above. It was created with a team of superintendents in southeastern CT, in the LEARN region, a community of practice, seeking to strengthen their efforts to supervise, develop, and evaluate administrators.

Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. Beginning with the examination of student learning data, the administrator develops a school development and performance plan, including meaningful goals. The school development plans must support high quality instruction, and include the collective examination of results as well as how administrators provide feedback and collaborate with all stakeholders throughout the process.

The 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.

The cycle itself begins with the following processes and general timeline:

June-July: Orientation and Context Setting

To begin the process, the Administrator needs the following:

1. Student learning data are available for review by the administrator and the school has been assigned a School Performance Index rating (if available);
2. Stakeholder survey data are available for review by the administrator;
3. The Executive Director/Superintendent or her designee has communicated student learning priorities for the year;
4. The administrator has developed a school development plan that includes student learning goals; and,
5. The evaluator has reviewed the Educator Development and Performance Plan with the Administrator to orient him/her to the evaluation process.

Annually, LEARN will provide a series of sessions for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timeline for their evaluation. Training aligns with the Common Core of Leading Performance Expectations. Prior to the start of the school year, LEARN will provide evaluators of administrators with training focused on the Administrator evaluation system. Training will include an in-depth overview of the four categories that are part of the plan, the process and timeline for the plan implementation, the process for arriving at summative evaluation. Training will be provided on the rubric/framework so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. Training includes how to conduct effective

teacher observations and providing effective feedback. LEARN administrators also participate in state training for assessment/evaluation.

July-September: Goal-Setting and Plan Development

Before a school year starts, school administrators identify three student learning objectives and one survey target, drawing on available data, the Executive Director's/Superintendent's priorities, their school development plan, and prior evaluation results (where applicable). They also determine two dimensions of educational leadership practice for their focus as well as an area of related personal leadership practice. All of these elements (with the exception of educational and personal leadership practice focus and teacher effectiveness rating) reside in the school or district development plan. The Administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

Are there any assumptions about specific goals that need to be shared because of the local school context?

Are there any elements for which Accomplished performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?

What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. The focus areas, goals, activities, outcomes, and time line will be reviewed by the administrator's evaluator prior implementing the goals themselves. The evaluator may suggest additional goals as appropriate.

September-December: Plan Implementation and Collect Evidence

As the Administrator implements the plan, he/she and the evaluator both collect evidence about the Administrator's practice and performance. For the evaluator, this must include at least **two** and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site are essential.

Unlike visiting a classroom to observe a teacher, school visits to observe Administrator practice can vary significantly in length and setting and focus. This may include direct observation of the administrator's practice, observations of the day to day operations of the school and instructional practice, and discussing other forms of evidence with the administrator. Further, central to this process is providing meaningful feedback based on observed practice. Evaluators need to provide timely feedback (oral or written) after each visit. This process relies on the professional

judgment of the Administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence. As cited in the Delaware Administrator Performance Plan, there are many ways to collect evidence, including but not limited to:

Observable Evidence

Directly observing an administrator at work

The evaluator is physically present in the school or venue where the administrator is present, leading, and/or managing. This includes but is not limited to leadership team meetings, professional development sessions, parent meetings, and teacher feedback conversations.

Observing the systems established by the administrator

The evaluator is observing systems that operate without the leader present. This includes but is not limited to team meetings or collaboration sessions (where the administrator is not present), observing teacher practice across multiple classrooms, or observing school systems, culture, climate, etc.

Documented Evidence

Collecting artifacts

The evaluator reviews materials that document administrator practice. This includes but is not limited to school improvement plans, school newsletters, and professional development agendas and materials.

Reviewing school data

The evaluator reviews teacher performance data, student performance data, and overall school performance data. This includes but not limited to leading indicators of the school or district development plan, direct evidence of student performance, and all stakeholder feedback.

January: Mid-year Formative Review

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

The administrator analyzes available student achievement data and considers progress toward the stated goals.

The administrator may share samples of evaluation documents, feedback to teachers, etc. or other artifacts to identify key themes for discussion.

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

April/May: Self-Assessment

In the spring, the administrator is expected to assess their practice on all 18 elements of the Connecticut Leadership Standards through the lens of the LEARN Leadership Framework. In the LEARN Leadership Framework, the standards have been distilled into four Performance Expectations: **1) Instructional Leadership, 2) Human Capital, 3) Management and Operations, and 4) Culture and Climate.** For each of the four Performance Expectations, the administrator determines whether he/she:

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

The Administrator should also review their identified focus areas and determine if they consider themselves on track or not. This reflection should be used to inform their rating for the year. In addition, administrators are expected to reflect on their outcomes related to stakeholder feedback, student learning indicators, and teacher effectiveness outcomes. At LEARN the school development plan serves as the vehicle through which the goals are monitored and outcomes are captured. A self-assessment form is located in the appendix. The administrator submits their self-assessment to their evaluator.

May: Preliminary Summative Assessment (adjusted in August, if appropriate).

At the end of year conference, the administrator and evaluator analyze the administrator's performance based on all available evidence. Using the school development and performance plan, the administrator reports on the results and outcomes that were achieved based on the plan and its actions. Those goals connect to the academic goals, the goals related to the specific program foci, the results related to stakeholder feedback. Regarding the leadership practice, the two review and discuss each dimension of the framework and the evidence that supports each performance expectation to arrive at a final summative judgement. The teacher effectiveness outcomes rating is analyzed through both examination of the process of evaluating staff as well as the outcomes for teachers.

Following the conference, the evaluator completes the summative evaluation report, shares it with the Administrator, and adds it to the personnel file with any written comments attached that the Administrator requests to be added within two weeks of receipt of the report. Summative

ratings are expected to be completed for all administrators prior to 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 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.

The Four Components of the Evaluation

Administrators will be evaluated and supported on the basis of four key components:

1) Leadership Performance and Practice, 2) Stakeholder Feedback, 3) Student Learning Indicators, and 4) Teacher Effectiveness Outcomes.

Component One: Leadership Practice Rating (40%)

An assessment of an Administrator's leadership practice is 40% of the summative rating. It is determined by direct observation of practice and the collection of other evidence. These expectations are described in the Common Core of Leading; Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June, 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations. These standards form the foundation of the LEARN/Shoreline Leadership framework.

The elements of practice of the LEARN/Shoreline Leadership framework is the interface of the critical elements of educational and personal leadership practices, essentially synthesizing the "what" and "how" of effective school and district leadership. These are the translated definitions of the Connecticut Common Core of Leading in action, streamlining the six Performance Expectations of the CT Common Core of Leading into four actionable areas. Each of the four Performance Expectations is supported by attributes that further define it. All of the Performance Expectations are reviewed through the lens of leadership. Based on the ISLLC standards and drawing on the LEAD Connecticut Turnaround Principal Competencies as well as the Vanderbilt Assessment of Leadership in Education, this model builds on the latest research to develop the capacity of leaders and schools in the LEARN and shoreline region.

Improving teaching and learning is at the core of what effective educational leaders do. As such, "Performance Expectation 1: Instructional Leadership" comprises half of the leadership performance and practice rating and the other three performance expectations are equally weighted.

These weightings are consistent for all administrators. For assistant administrators and other school-based 092 certificate holders in non-teaching roles, the Performance Expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers.

In order to arrive at these ratings, administrators are measured against the LEARN Leadership Framework (Appendix) which describes leadership actions across four performance levels for each of the performance expectations and associated attributes. The four performance levels are:

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for others to engage in action and lead. The Exemplary level is represented by leadership that moves beyond the individual leader/school and extends across the district or beyond. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Accomplished performance.
- **Accomplished:** The framework is anchored at the Accomplished Level using the indicators and performance expectations derived from the Connecticut School Leadership Standards. It describes the educational and personal leadership practices necessary to lead successfully.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of educational and personal leadership practices that are evolving. However, most of those practices lead to results that are inconsistent or they do not necessarily lead to positive or sustainable results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of educational leadership practices, misuse or general inaction on the part of the leader, or working against school and district improvement on the part of the leader.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each Performance Expectation in the LEARN/Shoreline Leadership Framework. Evaluators collect written evidence about and observe the administrator's leadership practice across the performance expectations described in the framework. Specific attention is paid to leadership performance areas identified as needing development. This is accomplished through the steps described above, undertaken by the administrator being evaluated and by the evaluator completing the evaluation. The steps include:

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

2. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Administrator evaluators must conduct at least two school site observations for any Administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession, or who have received ratings of *developing* or *below standard*.** Assistant principal evaluators shall conduct at least four observations of the practice of the assistant principal.
3. The administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward the expectations of Accomplished performance, with particular emphasis on any focus areas identified as needing development or attention.
4. Near the end of the school year, the Administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
5. The evaluator and the Administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *accomplished*, *developing*, or *below standard* for each Performance Expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year. (Supported by the “Summative Rating Form,” **Appendix**.)

School Based Administrators:

Rate Each Performance Expectation:

1. Instructional Leadership:

Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.

Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:

| | | | |
|---|--|---|--|
| <p>(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community</p> | <p>(3) Accomplished: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission,</p> | <p>(2) Developing: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for</p> | <p>(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or leadership practices that work</p> |
|---|--|---|--|

| | | | |
|--|---|--------------|------------------------------------|
| to achieve the mission, vision and goals for academic, behavioral and social improvement for all students. | vision, and goals for instructional improvement for students. | improvement. | against instructional improvement. |
|--|---|--------------|------------------------------------|

2. Human Capital/Talent Development:

| | | | |
|---|--|--|---|
| <p>Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.</p> <p>Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:</p> | | | |
| <p>(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches</p> | <p>(3) Accomplished: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.</p> | <p>(2) Developing: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.</p> | <p>(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.</p> |

3. Management and Operations:

| | | | |
|--|--|---|---|
| <p>Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.</p> <p>Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:</p> | | | |
| <p>(4) Exemplary: Integrates a wide range of personal and</p> | <p>(3) Accomplished: Uses a range of personal and</p> | <p>(2) Developing: Uses some or inconsistent personal or</p> | <p>(1) Below Standard: Applies inappropriate personal or</p> |

| | | | |
|---|--|--|---|
| educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management. | educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities. | educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities | educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned. |
|---|--|--|---|

4. Culture and Climate:

Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.

Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:

| | | | |
|---|--|--|--|
| (4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices. | (3) Accomplished: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices. | (2) Developing: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities. | (1) Below Standard: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned. |
|---|--|--|--|

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

| Exemplary | Accomplished | Developing | Below Standard |
|--|--|--|---|
| Exceeds the expectations of educational and personal leadership practices of the Leadership Framework. | Meets expectations of educational and personal leadership practices of the Leadership Framework. | Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership) | Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework. |

Assistant Administrators and Other School-Based Administrators:

| Exemplary | Accomplished | Developing | Below Standard |
|--|---|--|---|
| Exceeds the expectations of educational and personal leadership practices of the Leadership Framework. | Meets expectations of educational and personal leadership practices of the Leadership Framework | Progressing toward expectations of educational and personal leadership practices of the Leadership Framework | Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework. |

Central Office Administrators

The Central Office LEARN/Shoreline Leadership Framework parallels the administrator framework. Both school leaders and central office staff are connected by the core dimensions of their work; however, central staff have responsibilities for educational leadership practice that may vary in scope and responsibility. The Central Office and administrator rubrics are linked through the core dimensions of Educational Leadership Practice as well as Personal Leadership Practices.

| Administrators | | Central Office Administrators |
|--|---|---|
| Educational Leadership Practice | Personal Leadership Practice | Educational Leadership Practice |
| Instructional leadership | Efficacy, Initiative, Strategy | Instructional Leadership |
| Human Capital | Feedback, Decision Making Accountability | Human Capital/Talent Development |
| Management and Operations | Change Management | Organizational Management and Operations |
| Culture and Climate | Communication and Relationships | District Culture and Climate |

The Central Office Administrator framework can be found in the Appendix. Central Office Administrators use the district development and planning process to derive their work. Sources of

evidence parallel the administrator, both in terms of directly observable performance as well as documented evidence of progress. The rating system parallels that of the Administrator and is shaped by the nature of the central office administrator's role and scope of responsibility.

Component Two: Stakeholder Feedback (10%)

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

The stakeholders surveyed will be those in the best position to provide meaningful feedback to the Administrator. For school-based administrators, stakeholders will include teachers and parents, but may include other stakeholders (e.g, other staff, community members, students, etc.). Surveys will be administered anonymously and all LEARN administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. The surveys shall be administered annually. Data will be used as baseline data for the following year. Using the survey data, administrators will establish goals, within their school development plans, to address stakeholder feedback. Once the stakeholder feedback goal has been determined, the administrator will identify the strategies he/she will employ to meet the target.

Arriving at a Stakeholder Feedback Summative Rating

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

- 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. Select appropriate survey measures aligned to the CT Standards for School Leaders.
2. Review baseline data on selected measures.
3. Set one (1) target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high)
4. Later in the school year, administer surveys to relevant stakeholders
5. Aggregate data and determine whether the administrator achieved the established target

6. Assign a rating, using this scale:

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

Establishing what results in having “substantially exceeded” the target or what constitutes “substantial progress” is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set

Component Three: Student Learning Indicators (45%)

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

For the 2015-2016 academic year, the required use of state test data is suspended pending federal approval. **Therefore, 45% of an administrator’s rating for Student Learning will be based on student growth and performance on locally-determined measures.**

Locally Determined Measures

Administrators establish a minimum of three student learning objectives (goals) on measures they select that they will integrate into their school development plans. (If the Administrator has no state-wide assessments, at least three goals must be established). 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, the school must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students' performance or growth on school- or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.
- The process for selecting measures and creating goals should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way (described for principals):
 - First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
 - The Administrator uses available data to craft a school improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
 - The Administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
 - The Administrator chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
 - The Administrator shares the goals with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.

The Administrator and evaluator collect interim data on the 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, as follows:

| Exemplary | Accomplished | Developing | Below Standard |
|---|--|---|--|
| Met all three goals and substantially exceeded at least 2 targets | Met 2 goals substantially with substantial progress on the third | Met 1 goals and made substantial progress on at least 1 other | Met 0 goals OR Met 1 goal and did not make substantial progress on the other two |

Component Four: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness – as measured by an aggregation of teachers’ student learning objectives (goals) – is 5% of an administrator’s evaluation. Improving teacher effectiveness is central to an Administrator’s role in driving improved student learning outcomes. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the Administrator evaluation model also assesses the outcomes of all of that work.

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

In order to maintain a strong focus on teachers setting ambitious goals for their evaluation, it is imperative that evaluators discuss with the administrators their strategies in working with teachers to set goals. During the evaluation process, administrators are expected to share samples of their work with teacher supervision and evaluation, as the process of evaluation is also a critical variable in an administrator’s success.

| Exemplary | Accomplished | Developing | Below Standard |
|--|--|--|--|
| >80% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation | >60% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation | >40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation | <40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation |

The same effectiveness ratings apply for Assistant Principals or other administrators who evaluate teachers. For Central Office Administrators, the 5% is based on the ratings of the individuals that the Central Office Administrator evaluates. It is supported by evidence of the level of success of the evaluations that were conducted.

Determining End of Year Summative Ratings

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

A. PRACTICE:

Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator’s performance on the four Performance Expectations of the LEARN/Shoreline Leadership Framework rubric and the stakeholder feedback targets. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *exemplary* or *below standard*, respectively.

B. OUTCOMES:

Student Learning Indicators (45%) + Teacher Effectiveness Outcomes (5%) = 50%

The outcome rating derives from the student learning measures and teacher effectiveness outcomes. Evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either *exemplary* or *below standard*, respectively.

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

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

| | | <i>PRACTICE RELATED INDICATORS RATING</i> | | | |
|---|-----------------------|---|---------------------|-------------------|----------------------------|
| | | Exemplary | Accomplished | Developing | Below Standard |
| <i>OUTCOMES RELATED INDICATORS RATING</i> | Exemplary | Exemplary | Exemplary | Accomplished | Gather Further Information |
| | Accomplished | Accomplished | Accomplished | Accomplished | Gather further information |
| | Developing | Accomplished | Developing | Developing | Below Standard |
| | Below Standard | <i>Gather further information</i> | Below Standard | Below Standard | Below Standard |

Summative Administrator Evaluation Rating

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

1. **Exemplary:** Substantially exceeding indicators of performance
2. **Accomplished:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
4. **Below standard:** Not meeting indicators of performance

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

- Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the LEARN Framework) with “Instructional Leadership” evidenced as accomplished or exemplary
- Meeting Performance Expectations in the three other areas of leadership practice
- Meeting one target related to stakeholder feedback
- Meeting local targets on tests of core academic subjects
- Meeting and making progress on two student learning objectives/goals aligned to school and LEARN priorities
- Having more than 60% of teachers proficient on the student growth portion of the evaluation

Supporting administrators to reach the accomplished level is at the very heart of this evaluation model. *Exemplary* ratings are reserved for performance that significantly exceeds accomplished 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. *Accomplished* represents fully satisfactory performance, that is, effective performance.

A rating of *Developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and a pattern at the *Developing* level is, for an experienced administrator, a cause for concern: an administrator would then be put on the professional assistance plan. On the other hand, for principals in their first year, performance rated *Developing* is acceptable at the beginning of their practice. If a pattern of *Developing* continues without adequate progress or growth, the Administrator will be moved to professional assistance. A rating of *Below Standard* indicates performance that is below proficient on all components or unacceptably low on one or more components. The Administrator will be moved to a professional assistance plan.

Professional Assistance Plan

An Administrator who receives a final summative rating of “Developing” or “Below standard” will be required to work with their evaluator to design a professional assistance plan. This personalized improvement plan will be created after the completion of the summative evaluation rating conference. If an administrator does not successfully complete the plan and make adequate progress or growth, they will be deemed ineffective. An administrator may be moved to a Professional Assistance Plan at any point during the school year as appropriate.

Evaluation Criteria: The evaluation criteria are derived from the components of the School Development and Performance Plan and CT School Leader Standards. The plan should target areas in need of improvement: 1) Leadership Practice, 2) Stakeholder Feedback, 3) Student Learning, and 4) Teacher Effectiveness Outcomes.

Methods: The methods to evaluate are the same as those described above and include some of the following, depending on the areas of need:

- Comprehensive goal setting
- Observations in a range of settings
- Examination of artifacts/data
- Reflective conversations with supervisors
- Assignment of coaches
- Constructive, ongoing feedback
- Assistance and support from evaluator or designee
- Appropriate resources to support growth and development

Time period: The timeframe is dependent upon the nature of the area of concern and the extent of the needs for change and improvement.

Accountability: Documentation of evaluation criteria will include summative ratings supported by evidence, with a timeline as determined above. It may include strengths, areas needing improvement and recommended strategies for meeting any next steps. It may also include a recommendation regarding continued employment.

Peer support: The primary support for the Administrator in this format will be the evaluator. Others, including peers or executive coaches, may provide additional supervision or assistance.

Evaluator: The evaluator for staff in this Professional Assistance Plan will be the Executive Director/Superintendent and/or her designee.

Evaluation-based Professional Learning

LEARN, as an organization, is committed to supporting the continuous growth and development of the leadership of the organization. LEARN provides professional learning opportunities for administrators, based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, or the results of stakeholder feedback. They may be provided through our regularly scheduled administrative team meeting time, or additional sessions as necessary. In addition, individual opportunities to learn may be provided both within or outside of the organization to meet individual learning needs.

Career Development and Growth

LEARN values opportunities for career development and professional growth. These opportunities may be about deepening skills, knowledge or understanding in the particular job an administrator holds and/or helping to develop and explore new career options, and/or helping others to develop into leaders throughout the organization. LEARN provide opportunities for career and professional growth based on an Administrator's performance identified through the evaluation process. Examples of these range of growth opportunities include but are not limited to: observation of peers; mentoring/coaching early career administrators; leading learning experiences for peers; cultivating leaders within a building; connecting research to practice; contributing to LEARN as an organization and providing opportunities for others to grow; differentiated career pathways, or the development of skills to lead to new career opportunities, and targeted professional development based on areas of need. The development of leadership occurs on a continuum. The LEARN approach allows for the development of leadership at every stage of a leader's career and to support others along that journey of growth and development.

Appendices

- A. LEARN/Shoreline Leadership Framework
- B. LEARN/Shoreline Central Office Leadership Framework
- D. End of Year Conference Guiding Questions for Administrators
- E. Final Summative Rating Form