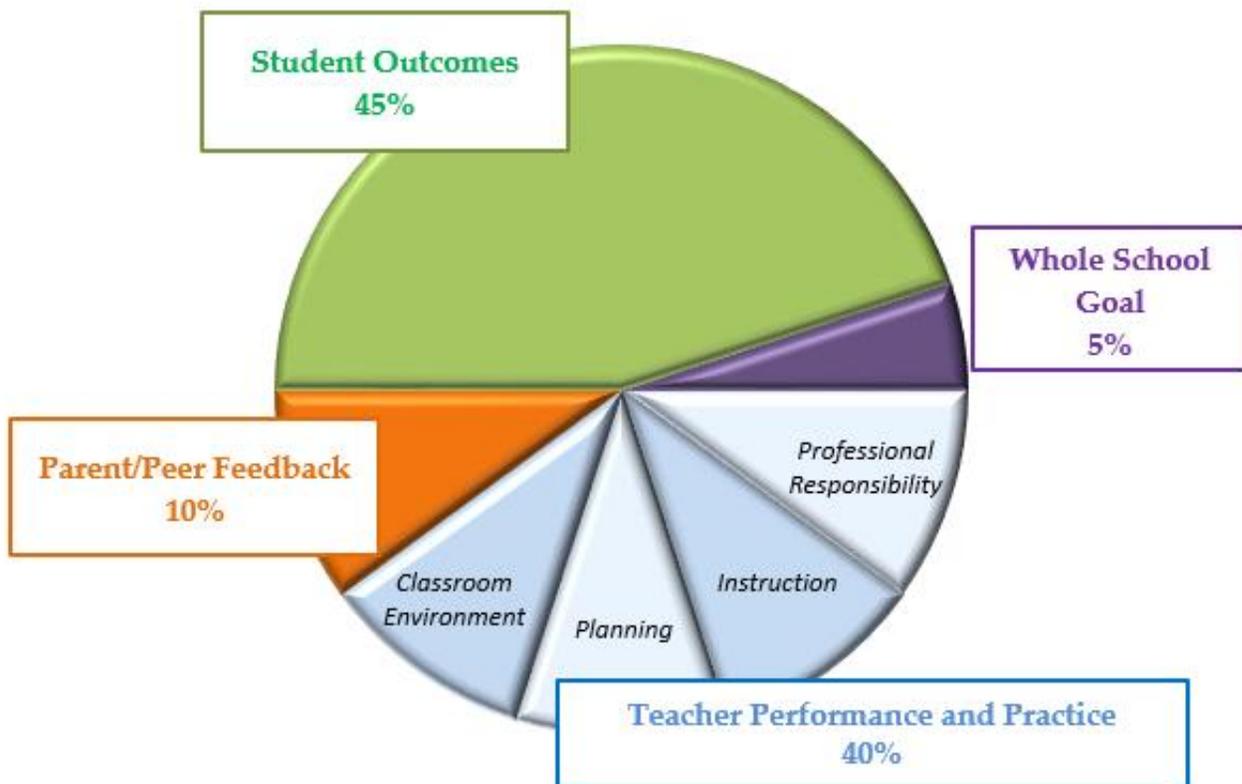


Region 14 Public Schools Educator Evaluation Program

Effective beginning July 2015 (pending Board of Education approval)



Revisions pending federal approval of the ESEA/NCLB waiver request by the CSDE

Region 14 Public Schools Educator Evaluation Program

Approved by 2014-15 Board of Education

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Region 14 Public Schools Educator Evaluation Program

Mission Statement:

The Region 14 community ensures an engaging and positive learning environment where every student is valued as a respected contributing member of society, who graduates prepared to meet the challenges of a rapidly changing world.

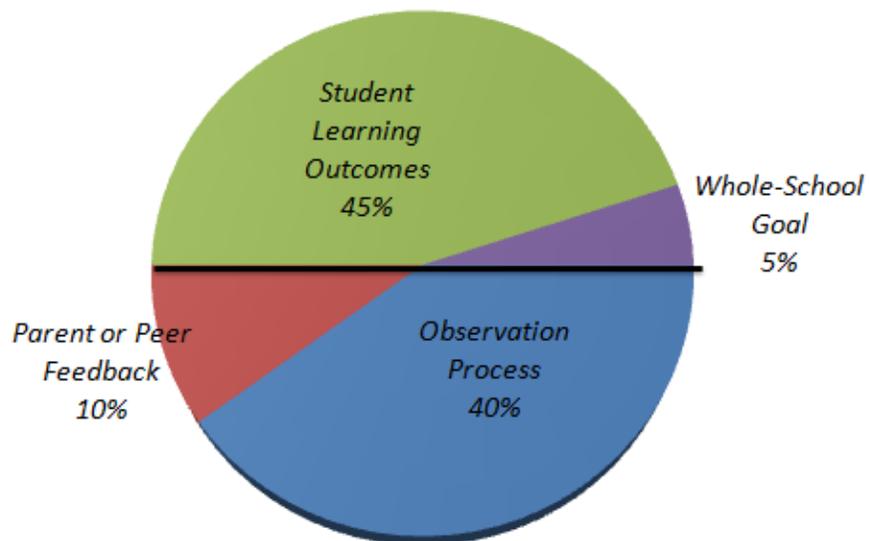
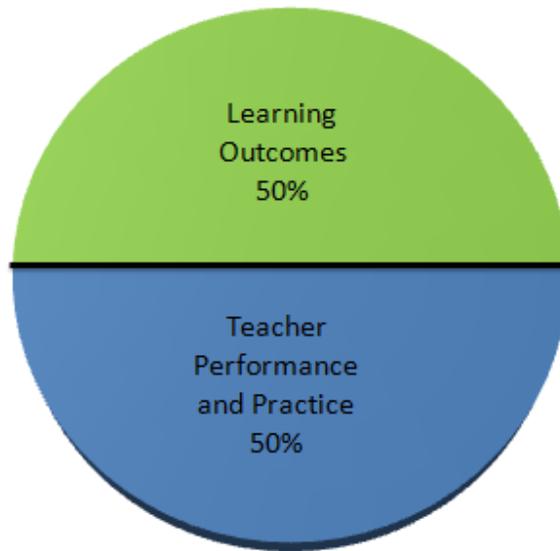
Region 14 Core Beliefs:

We believe:

- *All students can learn, have unique gifts, and deserve the opportunity to pursue their individual learning potential*
- *Our community benefits when all have a sense of ownership and responsibility in our schools*
- *Learning and decision-making are built upon collaborative and supportive relationships*
- *We must prepare students to utilize appropriate technologies and provide instruction that prepares students for a changing world*
- *Adaptation and growth are critical attributes of 21st century success and are everyone's responsibility*

Section 1: Overview

Teacher Evaluation



Introduction

Public Act 12-TPA 12-116 was signed into law by Governor Dannel P. Malloy on May 15, 2012. Provisions include new requirements for the evaluation of teachers to be developed and implemented by local and regional boards of education in August 2013.

Guiding Principles

The Connecticut Core Requirements for Educator Evaluation are based on the following guiding principles:

- The primary purpose of educator evaluation is to strengthen individual and collective practices in order to improve student growth;
- Educator evaluation is standards-based, using the *Connecticut Common Core of Teaching* for teacher evaluation, *Common Core of Leading: Connecticut Leadership Standards* for administrator evaluation, and National Pupil Personnel Services standards documents for evaluation of educators in pupil services;
- *Connecticut's Common Core Standards*, *The Connecticut Framework: K-12 Curricular Goals and Standards*, as well as locally-developed curriculum standards are the basis for establishing outcomes at the district and school levels;
- The Core Requirements foster continuing collaborative dialogue around teaching and learning in order to increase student academic growth and development;
- The Core Requirements clearly connect professional learning to the outcomes of the evaluation process.

Design Principles

The following principles have been built into Region 14 new evaluation system:

- **The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching**
- **Summative and Formative measures and supports of teacher performance:** The Region 14 Educator Evaluation Program balances summative measurements with regular and strong formative support and on-going instructional conversation about teaching, learning and teacher practice in a design that leads to teacher growth and the development of teacher proficiency and effectiveness.
- **Multiple, standards-based measures of performance:** The summative portion of the Evaluation Program uses multiple sources of information and evidence in a design that is intended to result in a fair, accurate and balanced picture of teacher performance.

- **Dialogue about student learning:** This Evaluation Program seeks to deepen the professional conversations between and among teachers and the administrators who are their evaluators. The dialogue will occur frequently and will focus on what students are learning. Instructional conversations will address how teachers and administrators can continue to support teaching and learning.
- **Aligned professional development, coaching, and feedback to support teacher growth:** Teachers will receive feedback and professional development that targets the individual needs of their classrooms and students.

System Overview

The evaluation framework consists of multiple measures to provide a comprehensive picture of teacher performance. All teachers will be evaluated in two major categories: (1) Teacher performance and practice related indicators, and (2) Student related/learning outcomes indicators. There are four components under those categories as shown below.

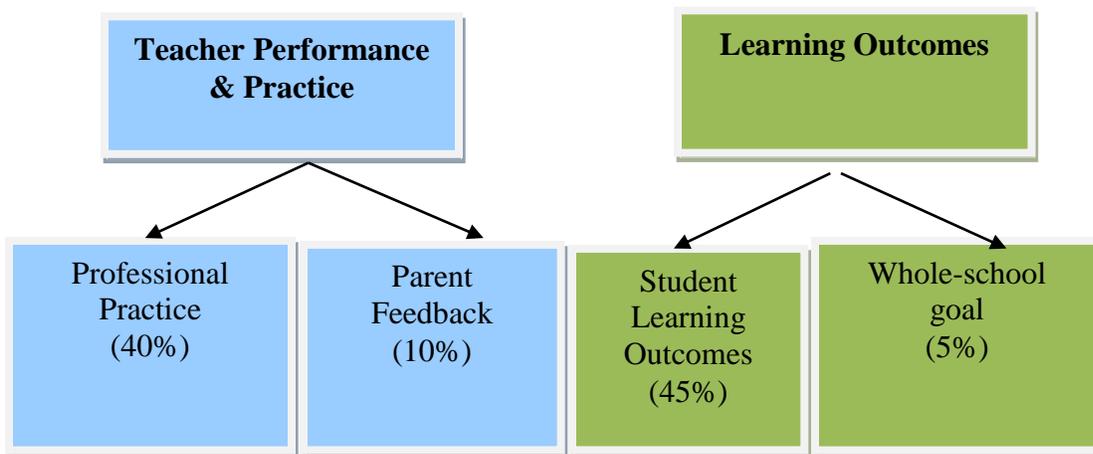
Teacher Performance & Practice Indicators

- Observation of teacher performance (40% of teacher rating)
- Parent feedback (10% of teacher rating)

Learning Outcomes Indicators

- Student Learning Outcomes (45% of teacher rating)
- Whole-School Goal (5% of teacher rating)

Categories and Indicators



FOUR-LEVEL MATRIX RATING SYSTEM

The CT Guidelines for Educator Evaluation require the use of the following definitions to describe teacher performance:

Exemplary: substantially exceeds the indicators of performance;

Proficient: meets the indicators of performance;

Developing: meets some indicators of performance but not others;

Below Standard: does not meet indicators of performance.

“Performance” means progress as defined by the specified indicators. Progress must be demonstrated by evidence. The indicators (or IAGDs) must be mutually agreed upon by the educator and evaluator.

The educators in Region 14 believe that teachers want a clearer, concrete description of performance along this continuum. The Teacher Evaluation Committee clarified the definitions above by addressing the domains of effective instruction as outlined in the 2014 version of Connecticut Common Core of Teaching Rubric for Effective Teaching: 2) Classroom Environment and Commitment to Learning; 3) Planning for Active Learning; 4) Instruction for Active Learning; 6) Professional Responsibilities and Teacher Leadership.

*Note: Domain 1: Content and Essential Skills and Domain 5: Assessment are embedded in each of the other domains and is not rated separately. (See appendix for specific domains.) The plan includes two closely related rubrics: one for use by teachers with traditional classroom assignments and one for teachers who serve in a student support role such as school counselors, library media specialists, and instructional coaches. The Student Support Specialist rubric is aligned with the traditional rubric but includes slight variations to reflect the differences in job duties and expectations for educators who do not have traditional classrooms, but rather serve a “caseload” of students, staff and/or families. For the purposes of this plan, the term “rubric” will be inclusive of both versions.

As a teacher becomes more experienced and performs at higher levels, s/he has a more wide-reaching impact on students, the school, and the larger school community. With this in mind, the Region 14 evaluation system clarifies the four definitions of teacher effectiveness in the following manner:

Exemplary: A teacher whose performance is exemplary works both independently and with colleagues as s/he advances student and teacher learning, school improvement, and family engagement in the educational process *as these apply to the larger school community.*

Proficient: A teacher whose performance is proficient works both independently and with colleagues as they advance student and teacher learning, school improvement, and family engagement in the educational process *as these apply to students within their collective sphere of influence.*

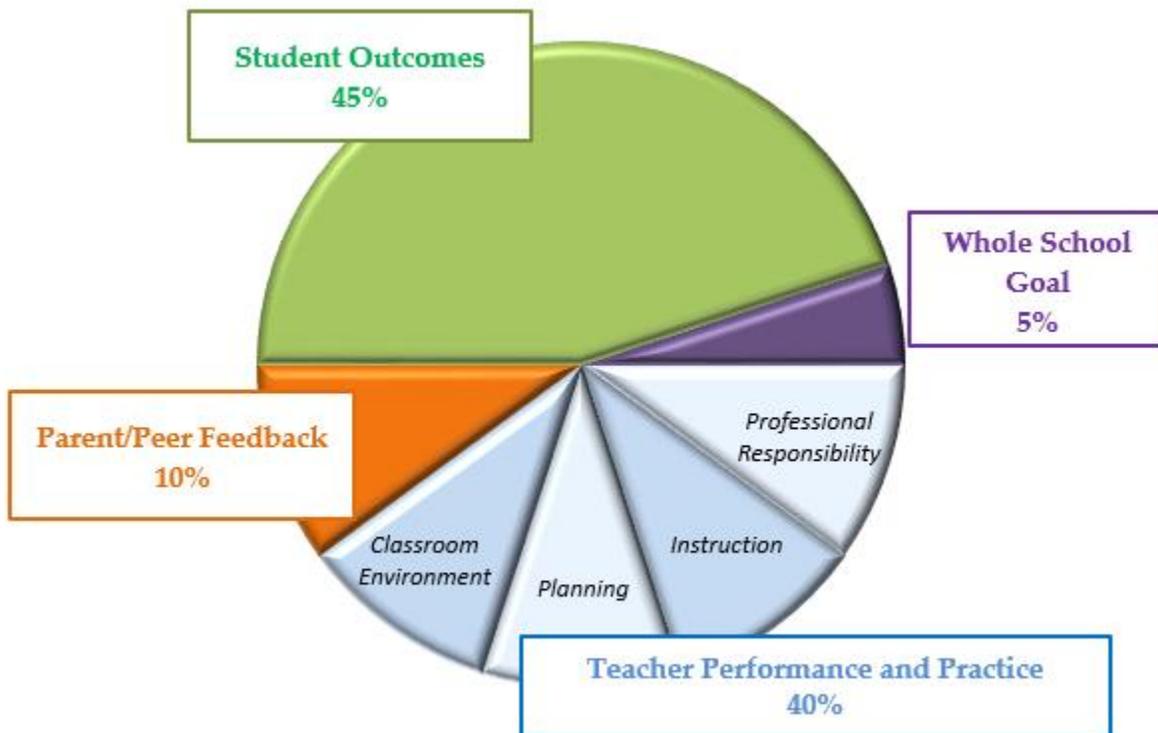
Developing: A teacher whose performance is developing follows set patterns of practice, usually led by others, that help the teacher to advance student and teacher learning, school

improvement, and family engagement in the educational process, *as these apply to his/her own students.*

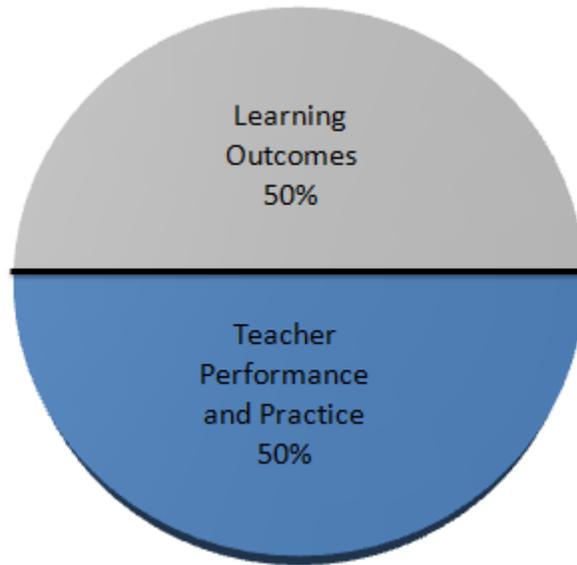
Below Standard: A teacher whose performance is below standard shows little or no use of practices that lead him/her to advance student and teacher learning, school improvement and family engagement in the educational process.

Managing the Process

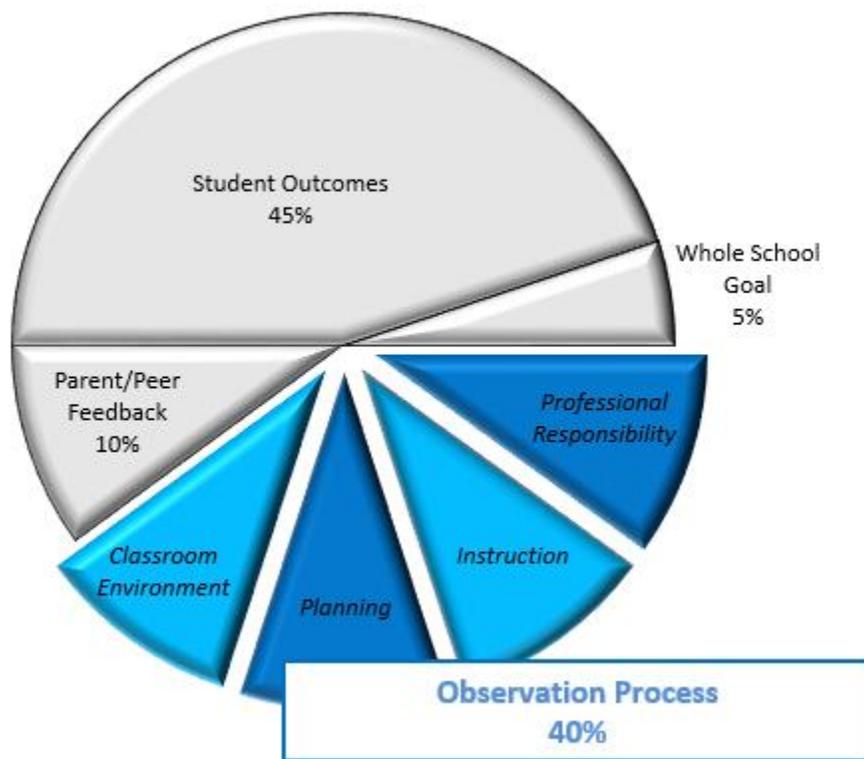
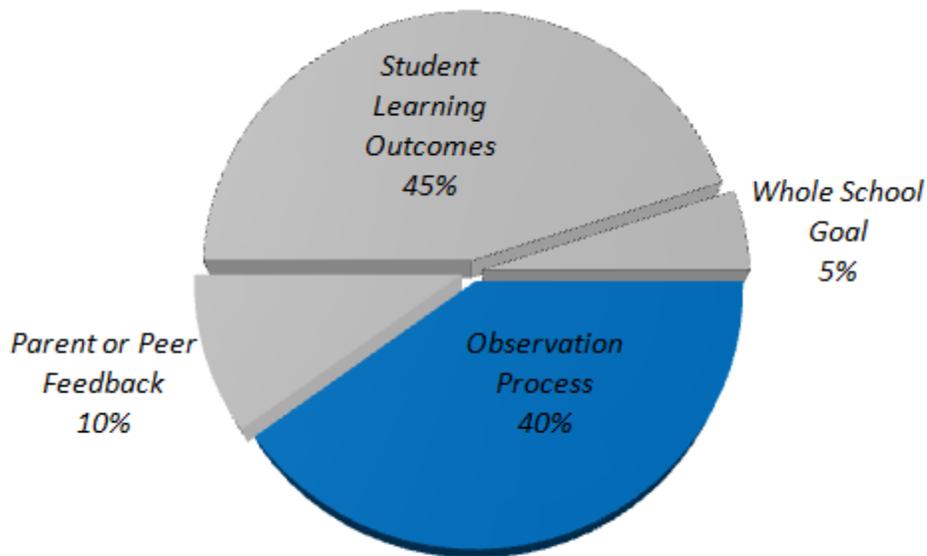
The four components of this process will be identified and managed collaboratively by evaluators and educators through two key activities. The first activity will be the observation cycle. The development and management of a Professional Growth Plan, through which student learning outcomes, a whole school goal, and the parent feedback goal will be monitored and rated, is the second activity.



Section 2: Teacher Performance and Practice



Teacher Performance and Practice comprises 50% of the overall annual summative rating for each teacher. **The Teacher Performance and Practice** portion of the annual summative rating consists of two components: **2a. Observation Process (40%)** and **2b. Parent Feedback (10%)**



2a. Observation Process

The Teacher Performance and Practice component is comprised of multiple observations. Observations will be conducted and data will be collected using the CT CCT Rubric for

Effective Teaching. Following observations, evaluators provide teachers with specific feedback to improve teaching and learning.

The Connecticut Common Core of Teaching Rubric for Effective Teaching

- The CCT rubric defines for Connecticut’s educators the key aspects of effective teaching that are correlated with student learning and achievement, as articulated in research and professional literature.

The CCT Rubric provides a scale of performance descriptors across levels, ranging from Below Standard to Exemplary, that provide insight into educators’ daily practice and which reflect the complexity of the actions and decisions that they make. These descriptors prompt teachers to develop learning environments that are student-centered and foster student responsibility for their own learning with the support and encouragement of the teacher.

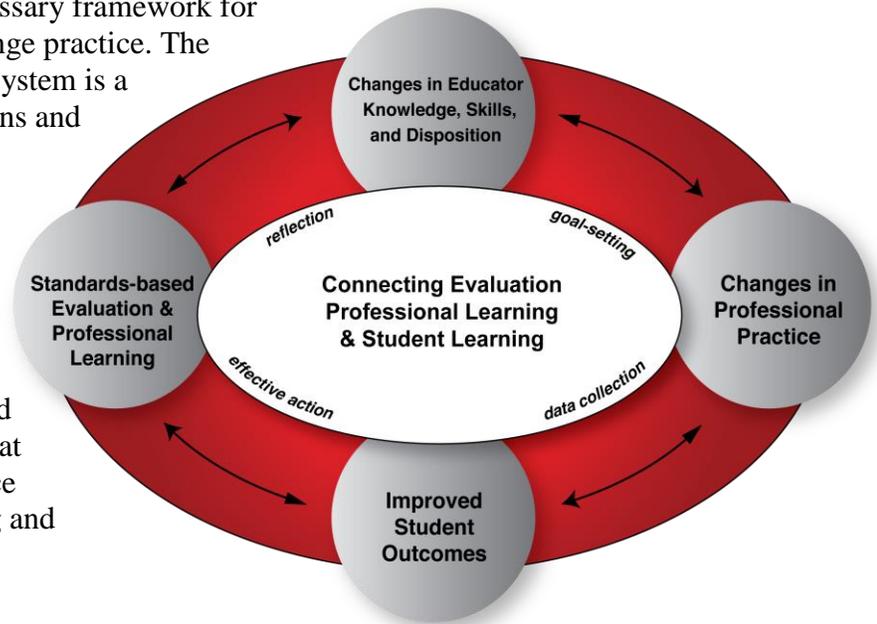
By using the CCT Rubric continuum as a reference point for teachers to improve their own craft, educators will build on the research that currently defines effective instructional practices, while using language and examples that lead us to applications of those principles in the learning environments of the near future. This process applies across the arc of an educator’s career, beginning in teacher preparation, continuing through the induction process and use of the TEAM Program’s Performance Profiles and ultimately in the teacher evaluation and professional growth process. This CCT Rubric continuum is a beginning step toward a transformation of teaching and learning that can help every Connecticut student meet the demands of a highly competitive, global and ever-changing world.

The CCT Rubric supports the connection between the evaluation of practice and the development of professional learning goals and plans. Educators at all levels, from beginning teachers to veterans, from classroom educators to administrators, should emerge from the practical use of the CCT Rubric Continuum with common language and understandings about effective teaching and learning in a digital learning environment. In accordance with the Standards for Professional Learning, evaluation of the practice of educators must be done with the intent of enriching collaboration, communication, and community to pave the way for school improvement and success for all students.



The 2010 Common Core of Teaching contains six domains. The first domain relates to foundational knowledge, skills and perspectives (evidence of this is observed through the remaining domains), domains two through five focus on preparation and execution of the learning experience (evidence of assessment is observed in planning and instruction), and the sixth domain reflects professional responsibilities of educators in a culture dedicated to the continuous improvement of learning. A teacher practice model has been created that is consistent with the state’s historic language conventions, the TEAM process, and most of Connecticut’s post-secondary teacher preparation programs.

While the CCT Rubric provides the necessary framework for evaluation, no instrument alone will change practice. The success of educators and the evaluation system is a function of the quality of the conversations and collaborations among educators, and the integrity with which they engage in the processes of observation, evaluation, and professional learning. As the graphic illustrates, through cycles of reflection, goal-setting, data collection, and reflective action, facilitated by standards-based professional learning and effective collaboration among educators at all levels, changes in professional practice leads to improvement of student learning and positive outcomes for all students.



The Observation Process

The Region 14 Public Schools Educator Evaluation Program recognizes that multiple in-class observations are necessary in order to gather evidence of and provide feedback on teacher practice. Observations do not have to cover an entire lesson. Partial observations can provide valuable information. Summative observations that contribute to the formal evaluation of teachers are supplemented and enhanced by formative observations and supports that contribute significantly to teacher growth and to the development of teaching proficiencies. This Support and Evaluation plan recognizes and values the formative components of the process as much as the summative.

Summative Observations:

Formal Observations: Formal observations should be at least 30 minutes long, in-class, and include a pre-observation conference, a post-observation conference, and written and verbal feedback.

Pre-Observation Conferences:

Pre-observation conference meetings are valuable for giving context to the lesson. They provide an opportunity for teachers and evaluators to discuss important variables such as class composition, students with special needs, and lesson design. Pre-conferences are optional for observations except in formal observations. Every attempt will be made to schedule the pre-observation conference within five school days of the scheduled observation.

Post-Observation Conferences:

Post-observation conference meetings provide a forum for reflecting on the observation and supporting the teacher's ongoing improvement. A post-observation conference should include the following:

- An opportunity for the teacher to share and discuss his/her self-assessment of the lesson observed
- Objective evidence used to identify the teacher's successes, improvements to be made, and where future observations may focus
- Written and/or verbal feedback from the evaluator (formal observations must contain both)
- Timely written and verbal feedback

Observations are intended to lead to meaningful feedback to help teachers improve practice. Pre- and post-conferences should include deep professional conversations about teaching and learning. Every attempt will be made to schedule the post-observation conference within ten school days of the scheduled observation.

Informal observations: Informal observations should be at least 15 minutes long, in-class and include a post-observation conference, and written and verbal feedback. Informal observations may be pre-planned or unannounced.

Non-Classroom Reviews of Practice (observations)

All professional endeavors that are relevant to teachers' instructional practices may be considered as part of their performance evaluations. Reviews of Practice may be pre-planned or unannounced. These interactions may include, but are not limited to the following:

Review of documents

- Review lesson/unit plans developed by teacher
- Review assessments developed by teacher
- Review curriculum documents developed by teacher
- Review records of parent communications or contacts

Observation

- Participation in grade level, department or team meeting
- Participation in Planning & Placement Team (PPT)
- Participation in 504 meeting
- Participation in Student Consultation Team (SCT)/Intervention/SRBI Team
- Observe mentoring or coaching of peers
- Observe delivery/facilitation of professional learning activity
- Participation in school-wide event
- Participation in school or district committee
- Participation in Professional Learning Community or data team

Formative Observations and Supports:

- **Coach/Peer Observation/Support:** Instructional Coaches, Department Chairs and/or teacher peers visit classrooms to observe and provide feedback, model instructional practice, or collaborate with teachers about instruction.
- **Professional Learning Community, Common Planning, and Lesson Review:** PLC's meet regularly to plan instruction, review, critique and design lessons, analyze student data, and engage in instructional conversations.
- **Instructional Conversations:** Administrators, coaches, department heads and teacher peers engage teachers in frequent and sustained conversations about instruction, learning and teacher effectiveness in classrooms.

Required Observations

Different numbers of *minimum* observations will take place according to each teacher's experience, prior ratings, needs and goals. **Ultimately, the evaluator will determine how many observations are necessary in order to obtain a solid understanding of each teacher's performance.** The tables below outline observation *minimums* for teachers with different levels of experience and performance. It is important to note that, following the first year of teaching in Region 14, each teacher will fall into two categories: an experience category and a performance category. The number of observations for any evaluation cycle following that first year shall be the higher number of observations from either category. In a case where the number of required observations is the same, but the distribution between formal and informal differs, it shall be at the discretion of the evaluator to determine the balance of formal and

informal observations. Please note that a formal in-class observation includes a pre-observation conference and a post-observation conference.

Experience Category	Minimum Number of Observations
Beginning/New to Region 14 Educator (1 st and 2 nd Year of Teaching in Region 14)	At least 3 formal in-class observations At least 1 informal in-class observation or review of practice
Intermediate Educator (non-tenured 3 rd and 4 th year teachers) Who have received a rating of Proficient or Exemplary	At least 2 formal in-class observations At least 1 informal in-class observation or review of practice
Tenured Educator	Refer to Performance Category

Performance Category	Minimum Number of Observations
Exemplary Educator	At least 1 formal in-class observation every three years and At least 1 review of practice For other years, formal observation will be replaced by three informal observations
Proficient Educator	At least 1 formal in-class observation every three years and At least 1 review of practice For other years, formal observation will be replaced by three informal observations
Developing Educator	At least 3 formal in-class observations At least 2 informal in-class observations or reviews of practice
Below Standard Educator	At least 3 formal in-class observations At least 3 informal in-class observations or reviews of practice

Sample cycle for all teachers with Proficient or Exemplary Summative rating in 2015:

2015-16: three informal observations (in-class, post conference) and one review of practice (non-classroom, post conference)

2016-17: three informal observations (in-class, post conference) and one review of practice (non-classroom, post conference).

2017-18: one formal (pre-conference, in-class observation, post conference) and one review of practice (non-classroom, post conference)

Note: A teacher who enters the year with a Proficient or Exemplary rating may receive a formal observation in that year if one of the scheduled informal observations or the review of practice results in a concern about the teacher's practice. Should a Proficient or Exemplary teacher not maintain the rating at the summative conference, the teacher would return to the schedule of observations that corresponds with the new rating.

The following table more fully describes each category of educator and identifies the components of the evaluation cycle:

Category:	Description:	Participants:	Components:
The Beginning Educator:	The district recognizes the many challenges facing a teacher at the start of his or her teaching career. This phase is designed to provide structured support, encouragement and constructive feedback for non-tenured educators and experienced educators new to the school system.	Teachers new to Region 14 (This includes non-tenured educators in the first and second year of their career as well as more experienced educators in their first and second year of service in Region 14.)	<ul style="list-style-type: none"> • Minimum of four observations both years • At least three of the four observations are formal in-class observations • Complete State TEAM requirements (non-tenured educators only) • Development of a Professional Growth Plan • Annual submission of Educator Reflection
The Intermediate Educator:	The district recognizes the need to provide structured support, encouragement and constructive feedback for non-tenured educators.	Third and fourth year non-tenured educators in Region 14 who received a previous rating of proficient or exemplary as determined by their last summative rating	<ul style="list-style-type: none"> • Minimum of three observations both years • At least two of the three observations must be formal • Development of a Professional Growth Plan • Annual submission of Educator Reflection form
The Exemplary Educator:	It is expected that very few educators will be included in this category. The district recognizes educators whose overall performance is deemed exemplary and who assume positive leadership roles within the school system and the profession.	Educators rated as Proficient as determined by their last summative rating	<ul style="list-style-type: none"> • Minimum of one formal every three years with three informals in other years plus one review of practice • Development of a Professional Growth Plan

			<ul style="list-style-type: none"> Annual submission of Educator Reflection form
The Proficient Educator:	It is expected that the majority of tenured educators will be in this category. The district recognizes the value of continued professional growth, which is emphasized at this level.	Educators rated as Proficient as determined by their last summative rating	<ul style="list-style-type: none"> Minimum of one formal every three years with three informals in other years plus one review of practice Development of a Professional Growth Plan Annual submission of Educator Reflection form
The Developing Educator:	It is expected that some educators may require additional support in order to succeed in the classroom. Additional observations and feedback are intended to provide the Developing Educator with the assistance needed to reach proficiency. It is expected that educators who are rated as Developing for consecutive years will exceed the minimum numbers of observations (particularly informal observations) noted above, and that they may receive additional supports from other professionals within the school or district. These professionals may include: department heads, colleagues, district specialists, or instructional coaches.	Educators rated as Developing as determined by their last summative rating	<ul style="list-style-type: none"> Minimum of four observations per year At least two of these five observations must be formal Development of a Professional Growth Plan Annual submission of Educator Reflection form
The Below Standard Educator	The district recognizes the importance of providing clear, constructive feedback to teachers and establishing intervention strategies to support those who are not meeting expectations. Any teacher placed in this category will work cooperatively with their administrator to develop and implement a highly	Educators rated as Below Standard as determined by their last summative rating. <i>Unsatisfactory levels of performance that are not fully corrected during the timelines of the professional intervention plan may lead to a recommendation for</i>	<ul style="list-style-type: none"> Minimum of six observations per year At least three of these six observations must be formal Development of a Professional Intervention Plan Development of a

	structured and individualized professional intervention plan, including a timeline.	<i>termination.</i>	Professional Growth Plan <ul style="list-style-type: none"> • Annual submission of Educator Reflection form
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Please note that a formal in-class observation includes a pre-observation conference and a post-observation conference.

Observation Ratings

During observations, evaluators may script or take evidence-based notes describing what occurred in the classroom. Evidence-based notes are factual, (e.g., the teacher asked students to cite evidence from the text) not judgmental (e.g., the teacher used good comprehension strategies). Evidence is aligned with component(s) within the four domains of the 2014 CCT Rubric (Environment, Planning, Instruction, Professional Responsibilities). Evaluators may also choose to digitally recorder segments of the lesson for discussion during the post-conference. Video records will not be retained as part of the permanent record. It is also appropriate for the observer to look at student work or interact with students in order to collect evidence about instructional practice.

Evaluators are not required to provide an overall rating for each observation, but should provide ratings and evidence for indicators that are observed. Instructional conversations in post conference with teachers should focus on the descriptors in the CCT Rubric and the rubric should be used as a developmental tool, focusing the conversation between educator and evaluator on the question, “What changes in planning or what teacher moves would shift performance to the right on the rubric?” Strategies for improvement should be discussed at the individual component, domain, and overall levels.

Appeal Process

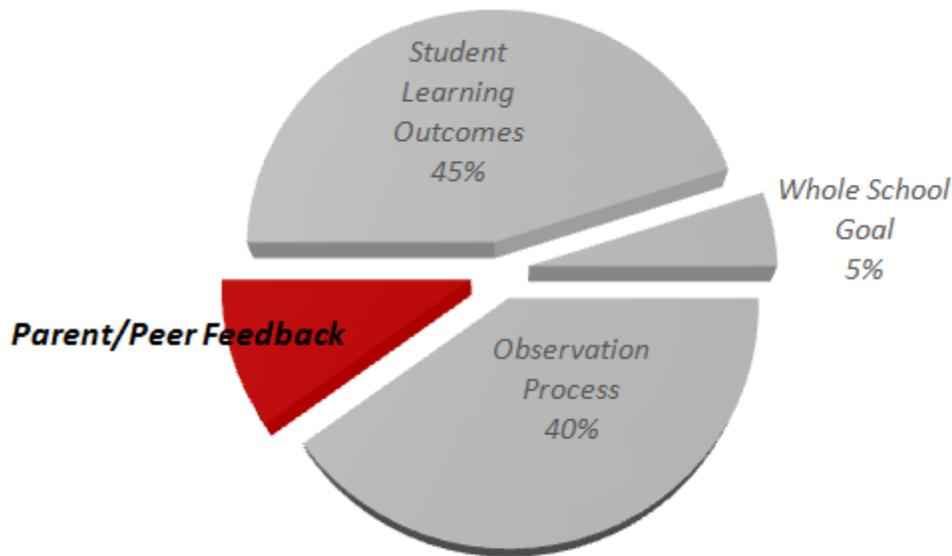
The right of appeal is available to all educators. In the belief that the purpose of the evaluation process is to maximize instruction to improve student learning, it is expected that most disagreements between the evaluator and the educator will be addressed through the normal process outlined for each phase. However, if there is a dispute in which the evaluator and educator cannot agree on objectives, evaluation period, evaluation phase, feedback and/or the professional growth plan, the educator may submit a formal appeal request.

The educator will submit within five working days an appeal request that clearly states the issue of disagreement and the particular phase or part of the evaluation process that is open to disagreement. This appeal request is sent to the Superintendent of Schools with a copy to the evaluator.

The Superintendent of Schools will deliver a decision within ten working days. The decision of the Superintendent is final.

Training and Calibration

All new evaluators will attend a recognized CSDE/RESC sponsored proficiency and calibration training aligned with the district's - CCT Rubric to become proficient evaluators. For an evaluator who has not demonstrated proficiency, he/she will be assigned a proficient mentor who will coach and work with him/her on the process until such time she/him achieves proficiency. To assure ongoing calibration, all evaluators will participate in regular calibration activities each school year.



Section 2b: Parent Feedback/Peer Feedback

Parent feedback will be solicited through whole-school parent surveys. Surveys will be anonymous and may be administered on-line and/or be sent/mailed home. The parent survey will be administered annually and trends analyzed from year to year.

Review of Results

Principals will review the parent survey results to identify areas of need and to set school-wide parent engagement goals based on survey results. Surveys used to capture Parent or Peer feedback will be anonymous and demonstrate fairness, reliability, validity and usefulness.

Parent Feedback Goal

Once school-level goals have been set, teachers will select one of the goals to pursue as part of their evaluation (with final approval from their evaluator). Goals may include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

Targets

Teachers will set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, a target may be specific to sending more regular correspondence to parents (e.g. bi-weekly updates, new website, newsletter, etc.).

The evaluator will ensure that the individual goal is related to the overall school improvement parent goal and that the targets are realistic.

Measuring Progress

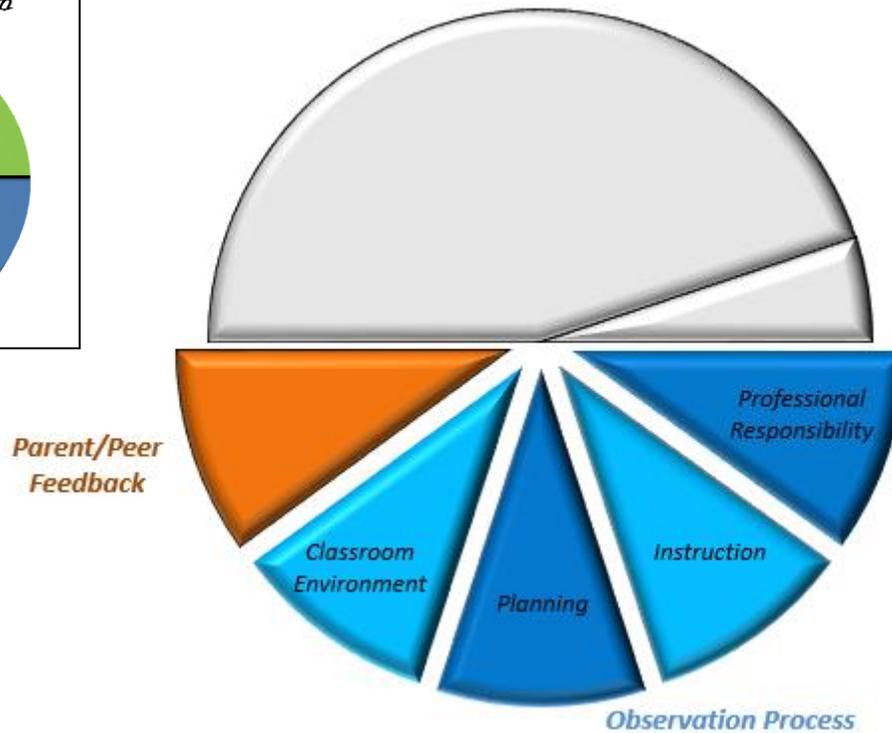
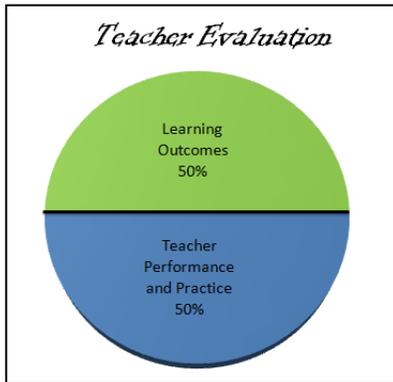
There are two ways a teacher can measure and demonstrate progress on growth targets:

- (1) Measure evidence of implementation to address an area of need.
- (2) Collect evidence directly from parents. For example, a teacher could conduct interviews with parents or conduct a brief parent survey to assess growth in the target area.

Final Parent Feedback Goal Rating

The Parent Feedback Goal rating is intended to reflect the degree to which a teacher successfully reaches the individual parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher. A rating is determined based on the below scale:

Level	Rating	Definition
4	Exemplary	Exceeded the goal
3	Proficient	Met the goal
2	Developing	Partially met the goal
1	Below standard	Did not meet the goal



2c. Final Teacher Performance and Practice Rating

The final Teacher Performance and Practice rating is determined by the evaluator, following discussion with the educator, by holistically reviewing evidence from all observations across the six domains of the CCT Rubric and the Parent Feedback Goal.

For instance:

An Educator who is rated as proficient in four of six domains across the full year of observations, is rated as exemplary in one domain and as developing in one domain, and who has met the parent feedback goal established for the year would, by the preponderance of evidence, receive an overall Performance and Practice rating of Proficient (3) for the year. See Below.

Domain	Preponderance of Evidence
Domain 1	<i>(embedded)</i>
Domain 2	Proficient
Domain 3	Exemplary
Domain 4	Developing
Domain 5	<i>(embedded)</i>
Domain 6	Proficient

Parent Feedback Goal	Proficient
Overall rating	Proficient

See example below for Domain 2...

Domain 2	Rating	Evaluator's Score
2a	Developing	2
2b	Developing	2
2c	Proficient	3
2d	Exemplary	4

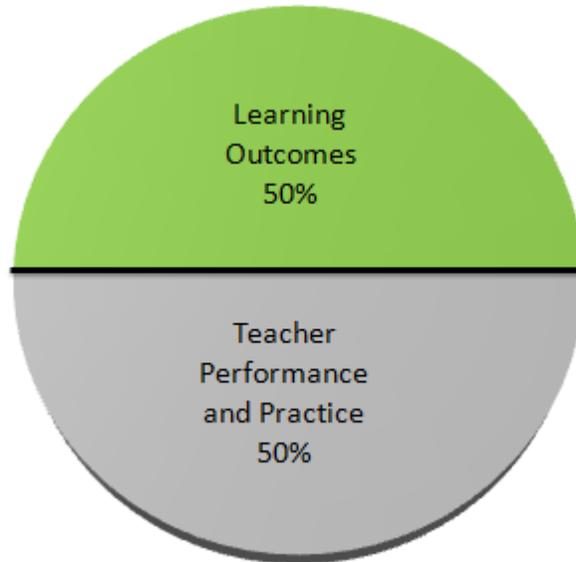
1. Average components within each domain to a tenth of a decimal to calculate domain level scores of 1.0 – 4.0, and average domain scores along with Parent Feedback Goal (detailed in the next section) rating to a tenth of a decimal to calculate the overall Teacher Performance and Practice rating.

Domain	Averaged Score
Domain 2	2.8
Domain 3	2.6
Domain 4	3.0
Domain 5	2.9
Domain 6	2.7
Parent Feedback Goal	3.0
Overall	2.8

3. Refer to the Rating Table below to determine final Teacher Practice rating.

Rating Table

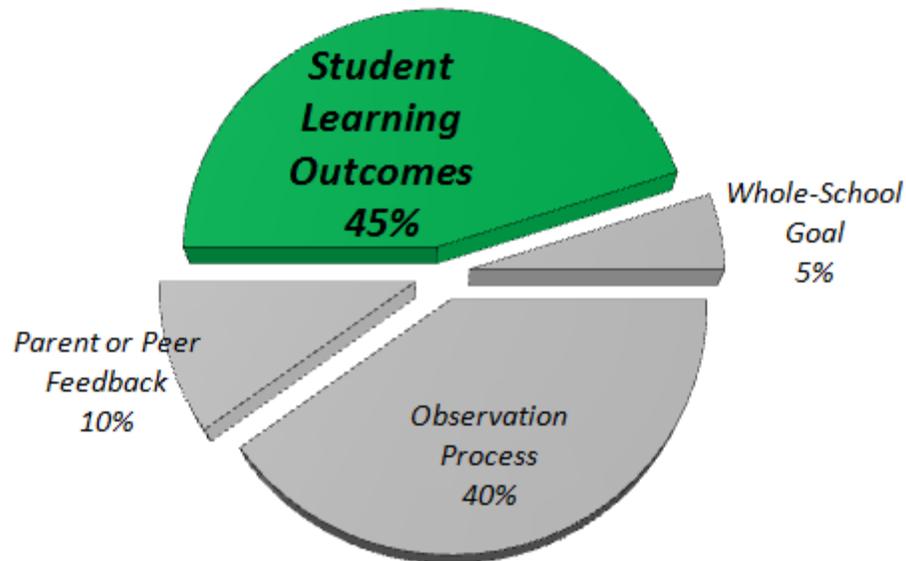
Teacher Practice Indicators Points	Teacher Practice Indicators Ratings
1 - 1.5	Below Standard
1.6 - 2.5	Developing
2.6 - 3.4	Proficient
3.5 – 4.0	Exemplary



Section 3 Learning Outcomes

- 3a. Student Learning Outcomes
- 3b. Whole School Goal
- 3c. Final Learning Outcomes Rating

Learning Outcomes comprise 50% of the overall annual summative rating for each teacher. The Learning Outcomes portion of the annual summative rating consists of two components: Student Learning Outcomes and the Whole School Goal components.



Section 3a: Student Learning Outcomes

The Student Learning Outcomes component is comprised of goals set and monitored collaboratively between the educator and the evaluator. Each teacher and his or her evaluator must **mutually agree** on the goals and indicators of academic growth and development (IAGDs). These goals will be set and monitored across a series of conferences and will be rated in a summative review at the conclusion of the year.

Performance Conferences

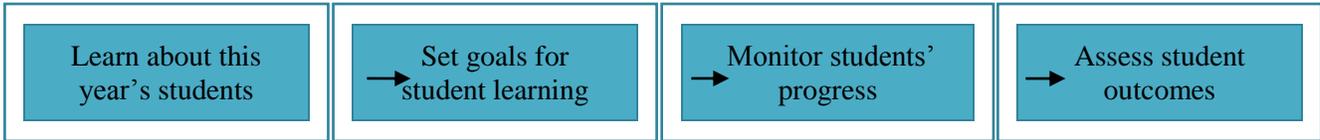
The teacher and evaluator will engage in three performance conferences during an evaluation cycle. One will occur at the beginning; one in the middle of the year; and one at the end of the year. The purpose of the conferences is to clarify expectations for the evaluation process, set goals, provide feedback to each teacher on his/her performance, and identify professional development as well as support needs.

Note well: Dates for orientation, goal setting, mid-year review and summative phases may be adjusted if the teacher does not work a complete, traditional school year beginning in August and ending in June.

Performance Conference 1: Goal-Setting and Planning

Orientation: The evaluators will meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities. In this meeting, they will discuss any school or district priorities that should be reflected in teacher goals and student learning objectives (SLOs). The orientation will occur no later than October 1 of the school year.

Teacher Reflection and Goal-Setting: The student goal setting process takes place in 4 phases.



The first step in the goal-setting process begins with the start of the school year. During this time, teachers analyze their students' prior assessment data, progress reports, success plans, etc. to learn more about the needs of their students. The teacher, through mutual agreement with his/her evaluator, will develop at least one (1) but not more than four (4) Student Learning Objectives. Should an educator select one Student Learning Objective, multiple indicators of growth and development (IAGDs) must be included. If multiple SLOs, each SLO must have at least one IAGD.

A standardized indicator should be used where available. The Region 14 School District recognizes that each school is comprised of many different professionals, not all of whom have direct influence on standardized indicators. **In those cases, the professional will be assessed using two or more non-standardized indicators selected in collaboration with their evaluator.**

Whether the IAGDs is based on the state assessment or any other standardized test, growth should not be determined by a single, isolated standardized test score but rather shall be determined through the comparison of data across assessments administered over time. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects.

Teachers will select indicators that are appropriate to their specific assignment and access to data sources. A minimum of one non-standardized indicator must be used in rating 22.5% of IAGDs (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.).

Standardized Indicators:

Standardized assessments which are administered to students using a consistent protocol; is aligned to academic or performance standards; and broadly administered, nation or statewide, may include but are not limited to:

- DRP
- Measures of Academic Progress (MAP)
- DRA 2 (administered more than once a year)
- LAS Links
- Fountas & Pinnel (administered more than once a year)
- Smarter Balanced* (gr 3-8, 11 only)
- Advanced Placement exams (College Board)

Non-standardized indicators: Non-standardized indicators include, but are not limited to:

- Performances rated against a rubric (music performance, art exhibit);
- Tasks rated against a rubric (constructed projects, student oral work, and other written work);
- Portfolios of student work rated against a rubric;
- Common curriculum-based assessments, including those constructed by a team of teachers;
- Periodic assessments that document student growth over time (formative assessments, diagnostic assessments, district benchmark assessments);
- Other indicators (teacher developed tests, student work sample, Student Success Plan goals, etc.)
- Curriculum based assessments taken from banks of state-wide or assessment consortium assessment item banks.

Student Learning Objectives: In order to create a SLO, the teacher proceeds as follows:

Step 1: Decide on the Objective(s). The objective is a broad goal for student learning. It should address a central purpose of the teacher’s assignment and pertain to a large portion of his/her students. It should reflect high standards for student learning and be aligned to grade level or course standards.

Step 2: Select Indicators of Academic Growth and Development (IAGD). These are the specific evidence with quantitative targets that will demonstrate whether the objective was met. Each SLO must include multiple indicators. The indicators must specify the following: (a) what evidence will be examined; (b) what level of performance is targeted; and (c) what proportion of students is projected to achieve the targeted performance level. For example,

Teacher Category	Student Learning Objective (SLO)	Indicators of Academic Growth and Development (IAGD)
8 th Grade Writing	My students will master critical concepts of writing arguments	<ol style="list-style-type: none"> 1. My students will write an argument to support claims with clear reasons and relevant evidence. 90% will score a 3 or 4 on a 4-pt scoring rubric focused on the key elements of argumentation (CCSS W 8.1.) [non-standardized] 2. 90% of my students will score at the grade level benchmark on the school on-demand writing assessment [non-standardized]
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	<ol style="list-style-type: none"> 2. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual art teachers in our district.

		3. 75% of students will develop a portfolio that includes examples of all the principles of drawing.
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Step 3: Provide any additional information requested such as:

- The rationale for the objective, including relevant standards
- Any important information about the collection of evidence for indicators
- The baseline data used to set each indicator
- Interim assessments used to gauge progress
- Any training or support the teacher may need to meet the objective
- Teachers of year-long courses will set student growth goals appropriate for a full year. Teachers who teach trimester or semester courses will set student growth goals that are appropriate for the duration of the course for each group of students.

The teacher and evaluator confer to officially set goals for the school year. Each teacher and his or her evaluator must **mutually agree** on the goals and indicators of academic growth and development (IAGDs) by **November 15**. Evaluators will consult the SLO Approval Criteria (below) prior to granting approval.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective
Objective is relevant to teacher's assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators allow judgment about students' progress over the school year or semester during which they are with the teacher.	Objective is attainable but ambitious, and represents at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

Performance Conference 2: Mid-Year Check-In

Reflection and Preparation: The evaluator and teacher hold at least one mid-year check-in in January or February. The teacher will collect and reflect on students' assessment data and other sources of evidence to-date about instructional practice and student learning in preparation for the check-in. The evaluator will collect and reflect on teacher observation(s) and/or student assessment data prior to the conference.

Mid-Year Conference: The evaluator and teacher review progress on professional growth goals, the student learning objective(s) and performance on each to date. They may examine student work products, interim assessments, or consider other data sources. If needed, teachers and evaluators can mutually agree to revise the SLO and/or the strategies or approaches being used.

Performance Conference 3: End-of-year Summative Review:

Teacher Self-Assessment: The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. Teachers will be asked to reflect on the following:

- Describe the extent to which each goal was met, citing evidence to support your claim.
- Describe what you did to produce those results.
- Describe what you learned and how you will use it to guide your future instruction.
- List examples of professional experience or professional involvement related to the SLO.

Scoring: The evaluator reviews submitted evidence and self-assessments to generate SLO category ratings. The category ratings contribute to the final, summative rating. SLO ratings are defined as follows:

Level	Rating	Definition
4	Exemplary	All or most students <i>substantially exceeded</i> the goal(s)/target(s) in indicator(s)
3	Proficient	Most students <i>met</i> the goal(s)/target(s) in indicator(s) within a few points of either side of target
2	Developing	Many students met the goal(s)/target(s) but <i>notable percentage missed the goal/target</i> by more than a few points. However, taken as a whole, significant progress towards goal was made.
1	Below standard	Only a few students met the targets/goal(s) but substantial number did not; little progress towards goal/target.

The evaluator may score each IAGD separately, and then average those scores for the SLO score, or, he/she can look at the results as a body of evidence regarding the accomplishments of the objective and score it holistically.

If the teacher has selected more than one SLO, the final rating will be based on the average of the SLO scores. (For example, if one SLO was partially met, for 2 points, and the other SLO was met, for 3 points, the SLO average score would be 2.5 and rated per the table below.)

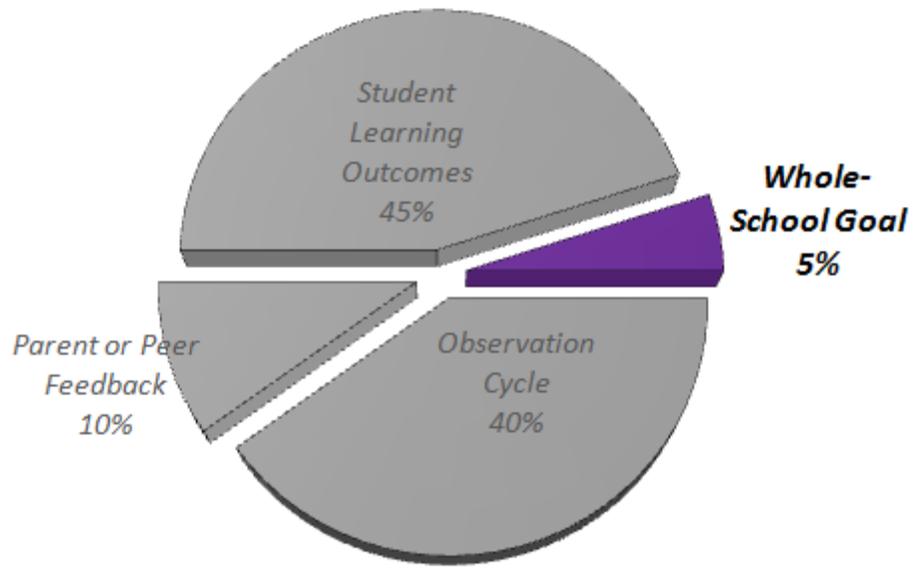
Rating Table

Student Learning Outcome (SLO) Average Score	Student Learning Outcome (SLO) Ratings
3.5 – 4.0	Exemplary
2.6 - 3.4	Proficient
1.6 - 2.5	Developing
1 - 1.5	Below Standard

End-of-Year Conference: The evaluator and the teacher meet prior to the end of school to discuss all evidence collected to date. During or following the conference, the evaluator will provide a rating of the teacher’s progress toward meeting the student learning goals and generate a summary report of the evaluation before the end of the school year.

If no other standardized assessment measures are available except those provided by the state, and if the state assessment data has a significant impact in a final rating, the rating may be revised within a reasonable amount of time after the state assessment data has been made available after the notification of the impacted teacher

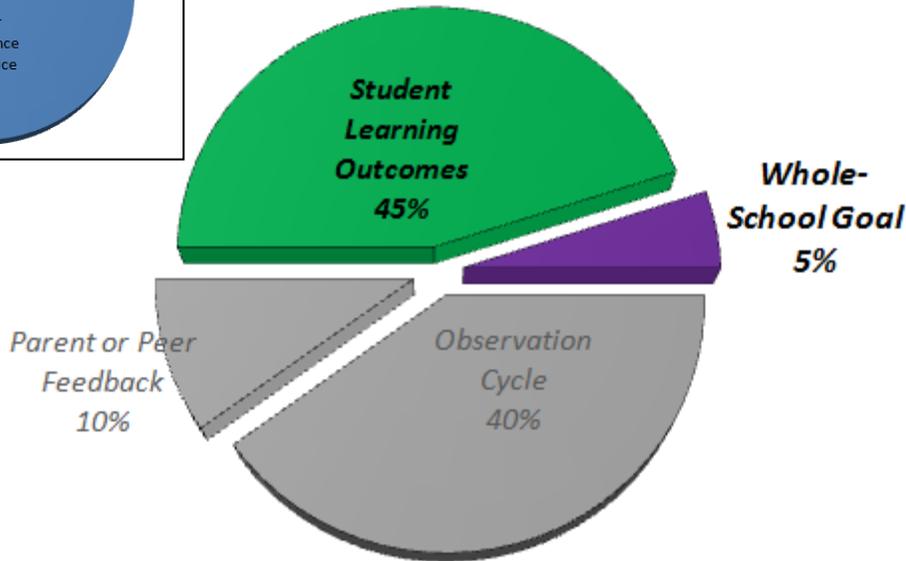
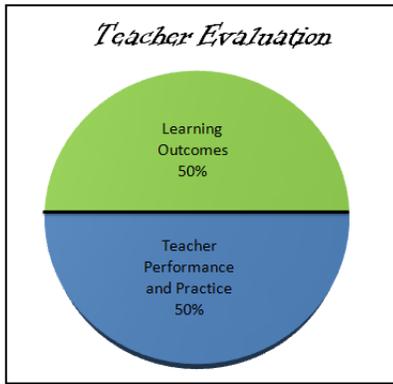
	Activities	Due By:
Orientation	<ul style="list-style-type: none"> Review evaluation process and discuss school wide goals 	October 1
Performance Conference 1	<ul style="list-style-type: none"> Teacher Reflection & Goal Development Goal Setting Conversation 	November 15
Performance Conference 2	<ul style="list-style-type: none"> Reflection & Preparation Mid-Year Conference 	January/February
Performance Conference 3	<ul style="list-style-type: none"> Teacher Self-Assessment Rating Determination End-of-Year Conference 	Prior to the end of the school year. (Final ratings may be revised by September 15 th of the following year under the conditions noted above.)



3b. Whole-School Goal

Whole-School Learning Indicators or Student Feedback

Whole-School Goal: An educator's whole-school goal (5%) will be determined by an aggregate rating for multiple student learning indicators established for the building administrator's evaluation rating (45%). Itinerant teachers will be responsible for the school-wide goal at the site where the greatest portion of their FTE is assigned for the year. In the event that no School Performance Index or other suitable learning indicator is available, the Student Learning Outcome will count as 50% of the Student Outcomes component.



3c. Final Learning Outcomes Rating

The final **Learning Outcomes** rating is determined by the evaluator by combining the Student Learning Outcomes rating and Whole School Goal rating. The Student Learning Outcomes rating should be recognized as 9/10 of this overall rating, and the whole school goal should be recognized as 1/10 of the overall rating in this category. Determination of the overall **Learning Outcomes** rating will be based on this weighted consideration of these two components.

For instance:

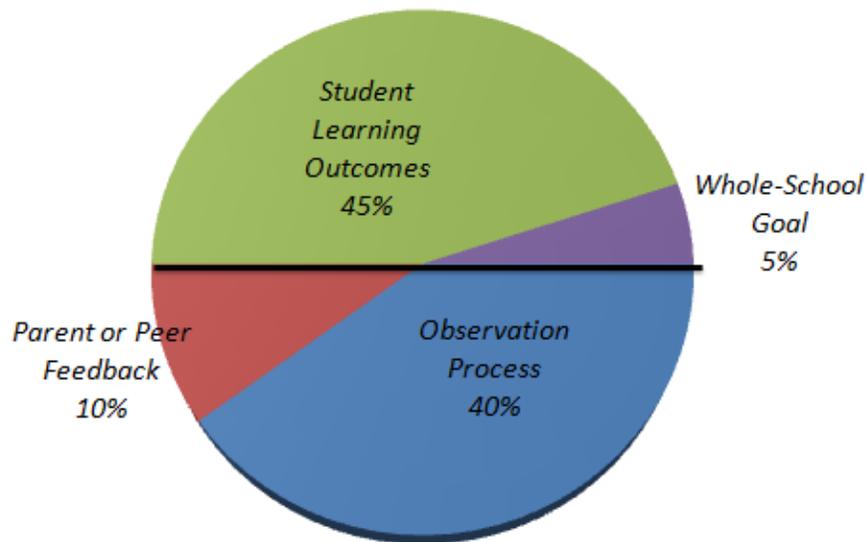
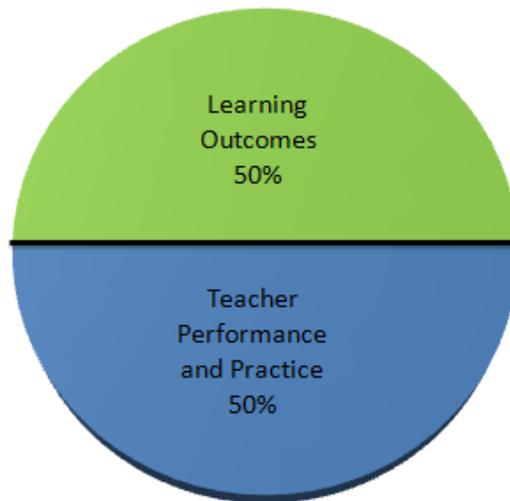
An Educator who is rated as proficient on one SLO and developing on one SLO would receive an average SLO rating of 2.5. That same educator works in a school that has exceeded the Whole School Goal for a rating of 4. That educator would receive a 2.5 for 9/10th of this rating and would receive a 4 for 1/10th of this rating for a total rating of 2.6 and would therefore receive an overall Learning Outcomes rating of Proficient (3) for the year. See below.

Rating Table

Student Learning Outcome (SLO) Average Score	Student Learning Outcome (SLO) Ratings
3.5 – 4.0	Exemplary
2.6 - 3.4	Proficient
1.6 - 2.5	Developing
1 - 1.5	Below Standard

Section IV: Summative Teacher Evaluation Scoring

Teacher Evaluation



Summative Scoring

The summative teacher evaluation rating will be based on the four components of performance, grouped in two major categories:

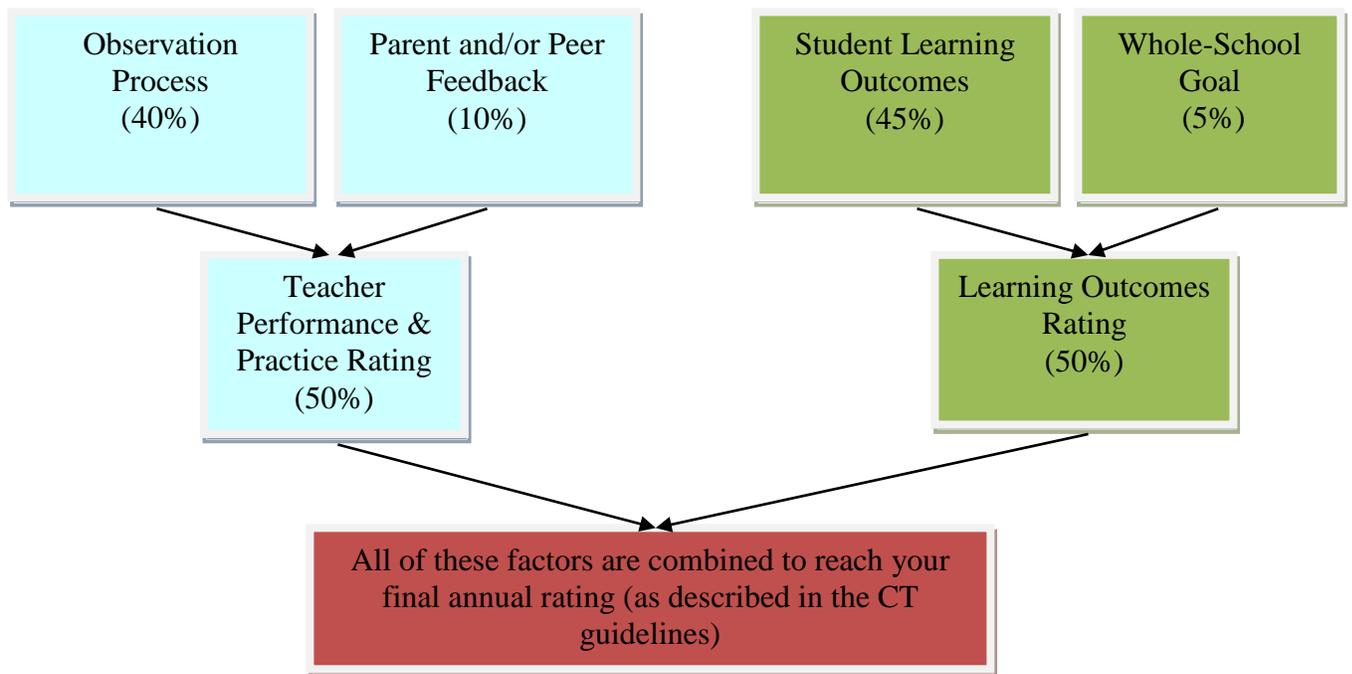
Teacher Performance and Practice

1. **Observation Cycle** (40% of teacher rating)
2. **Parent and/or Peer Feedback Goal** (10% of teacher rating)

Learning Outcomes

3. **Student Learning Outcomes** (45% of teacher rating)
4. **Whole-School Goal** (5% of teacher rating)

Illustration of Summative Scoring



Performance Ratings

Every educator will receive one of four performance ratings:

Level	Rating	Definition
4	Exemplary	Exceeded indicators of performance
3	Proficient	Met indicators of performance
2	Developing	Partially met indicators of performance
1	Below standard	Did not meet indicators of performance

Calculating Ratings

1. The final **Teacher Performance and Practice** rating is determined by the evaluator, following discussion with the educator, by holistically reviewing evidence from all observations across the domains of the CCT Rubric and the Parent/Peer Feedback Goal. Determination of the overall Teacher Practice rating will be based on the preponderance of evidence across the seven areas.
2. The final **Learning Outcomes** rating is determined by the evaluator by combining the Student Learning Outcomes rating and Whole School Goal rating. The Student Learning Outcomes rating should be recognized as 9/10 of this overall rating, and the whole school goal should be recognized as 1/10 of the overall rating in this category. Determination of the overall **Learning Outcomes** rating will be based on this weighted consideration of these two components.
3. Use the summative matrix to **determine Summative Rating**. Identify the rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example above, the Teacher Practice Indicators rating is Proficient and the Student Related Indicators rating is Proficient. The summative rating is therefore, Proficient. If the two categories are highly discrepant (e.g. a rating of 4 for Teacher Practice and a rating of 1 for Student Related Indicators), then the evaluator should examine the data and gather additional information in order to make a summative rating.

Rating Matrix

Teacher Performance and Practice					
		Exemplary	Proficient	Developing	Below Standard
Learning Outcomes	Exemplary	Exemplary	Exemplary	Proficient	Gather More Info
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing
	Below Standard	Gather More Info	Developing	Developing	Below Standard

Definition of Effective and Ineffective Teachers:

For purposes of definition, teachers will be recognized as proficient if they have consecutive ratings of proficient or exemplary with no more than one year of disruption from a developing rating. Non-tenured teachers will be considered effective if they have consecutive ratings of proficient or exemplary with no more than one year of disruption from a developing or below standard rating.

By contrast, tenured teachers will be considered ineffective if they have two consecutive ratings of developing or one year of a below standard rating. Non-tenured teachers will be considered ineffective if they have two consecutive ratings of developing or one rating of below standard.

Dispute Resolution Process: If a teacher has concerns or disagrees with his/her evaluation rating, then he/she may contact the evaluator in writing to identify concerns and request a meeting to review the data sources used to calculate the summative rating. This must occur within 5 working days of the receipt of the final summative rating.

If the issue is not resolved at the building level, the teacher may appeal the rating to the superintendent within 5 working days of the meeting with the principal. The Superintendent of Schools will deliver a decision within **ten working days**. The decision of the Superintendent is final in the implementation of the Appeal Process.

Process for Developing or Below Standard Educators: The educator will be notified that he/she has received a Developing or Below Standard rating during the summative conference. A subsequent meeting will be scheduled within three working days between the administrator and the educator. The educator shall invite a representative of his/her exclusive bargaining group to accompany him/her to this meeting. The plan of individual teacher improvement and remediation will be designed in consultation with the evaluator, teacher, and exclusive bargaining group representative. The administrator will review the procedures in the Developing or Below Standard category. The administrator will identify areas of concern, citing evidence collected to generate the Developing or Below Standard performance rating. This evidence may include but is not limited to: observations, assessment data, parent or student feedback, examination of instructional lessons and/or materials, attendance or tardiness reports, and/or evidence of lack of attention to professional responsibilities, and lack of appropriate professional disposition. The administrator will provide feedback to the staff member that he/she will consider as he/she contributes to the design of a Professional Intervention Plan. Final drafting and approval of the Professional Intervention Plan will be the responsibility of the Administrator.

Professional Intervention Plan: Within 10 working days from the meeting, the staff member will contribute to the design of a Professional Intervention Plan to address each area of concern with his or her administrator. The plan will include the following:

- Action steps/strategies, expected outcomes, resources required, indicators of success and a timeline needed for meeting minimum performance expectations.
- Other mutually agreed on professionals may become involved to assist the educator. These professionals may include department heads, colleagues, district specialists,

instructional coaches, outside consultants or others. These individuals will provide support only and will not be involved in making the determination of whether the teacher has met the desired outcome.

- The Administrator will determine the frequency, schedule of formal and informal observations, status reports and summary reports on progress, and the prescribed amount of time to succeed. This schedule will be provided to the staff member in writing.
- The educator will maintain written documentation of progress toward action plan objectives.
- All feedback from the evaluator to the educator will be in writing and become part of his or her personnel file, which includes a Summative Report.

Outcomes: An educator placed in the Below Standard category will be expected to make progress toward the Proficient category in a reasonable period of time, and in no case should that be longer than the completion of the next evaluation cycle. The Below Standard category is not intended to be a continuing status for any educator.

Recommendation: Upon the predetermined date of review of progress toward meeting Professional Intervention Plan Action Steps, or at the latest, at the end of the next evaluation cycle, the administrator will make one of the following recommendations to the Superintendent:

- Professional Intervention Plan is met and the educator has earned a “proficient” summative rating. The educator is now in the Proficient Educator category.
- The educator is making progress toward the Professional Intervention Plan but has not addressed all areas of concern and has earned a “developing” rating. The educator will continue to receive additional support as consistent with the Developing category.
- The educator has made little to no progress on the Professional Intervention Plan objectives. The staff member will be recommended for termination.

Appeal Process

The right of appeal is available to all educators. In the belief that the purpose of the evaluation process is to maximize instruction to improve student learning, it is expected that through dialogue and a review of the evidence that the evaluator and the educator will be able to agree on a performance rating. However, if there is a case in which the evaluator and educator cannot agree on a rating level, the educator may request that the final rating be calculated as follows:

1. Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the components.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators analyze the data for consistency, trends, and significance to determine a rating for each of the components.

Evaluation-Informed Professional Learning

The district will provide professional learning opportunities for teachers based on the individual or group of individuals' needs that are identified through the evaluation process. The district will utilize a combination of teacher-designed, teacher-led sessions, administrator-designed and facilitated sessions, outside consultants working onsite for presentations or job-embedded training, access to out-of-district conferences and workshops, and online professional development resources such as the learning marketplace in Bloomboard. Learning outcomes for professional learning will be clearly linked to improved student learning results, observations of professional practice, and the results of stakeholder feedback.

Career Development and Growth

The district will encourage teachers who are rated Proficient and Exemplary to serve as models and leaders for their peers through a variety of mechanisms. These teachers will be offered opportunities for observing and providing feedback for their peers, mentoring or coaching early career teachers, leading professional learning communities for their peers, and access to training programs for differentiated career pathways such as executive leadership or multiple endorsements, including National Board Certification.

References

- City, Elizabeth A., Elmore, R, Fiarman, S.E., Teitel, L. (2010). *Instruction rounds in education: a network approach to improving teaching and learning*. Cambridge, MA. Harvard Education Press.
- Connecticut State Department of Education. (2012). *The Connecticut common core of teaching: foundational skills (2010)*. Hartford, CT: State Department of Education.
- Connecticut State Department of Education. (2012). *Connecticut guidelines for educator evaluation (2012)*. Hartford, CT: State Department of Education.
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- National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common core state standards*. Washington D.C. National Governors Association Center for Best Practices, Council of Chief State School Officers.
- The RESC Alliance. (April, 2013). *Standards for Educator Performance and Practice: A Continuum Based on the Connecticut Common Core of Teaching*. Hartford, CT.

Appendix

Timeline Forms

CT Common Core of Teaching Rubric:

[http://www.connecticutseed.org/wp-content/uploads/2014/05/CCT Rubric for Effective Teaching-May 2014.pdf](http://www.connecticutseed.org/wp-content/uploads/2014/05/CCT_Rubric_for_Effective_Teaching-May_2014.pdf)

Student and Educator Support Specialists' CCT-aligned Rubric:

[http://www.connecticutseed.org/wp-content/uploads/2013/09/SESS CCT Rubric 9-19-13.pdf](http://www.connecticutseed.org/wp-content/uploads/2013/09/SESS_CCT_Rubric_9-19-13.pdf)

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning³

Teachers promote student engagement, independence and inter-dependence in learning and facilitate a positive learning community by:

- 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students
- 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students; and
- 1c. Maximizing instructional time by effectively managing routines and transitions.

DOMAIN 2: Planning for Active Learning

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 2a. Planning 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; and
- 2c. Selecting appropriate assessment strategies to monitor student progress.

DOMAIN 3: Instruction for Active Learning

DOMAIN 4: Professional Responsibilities and Teacher Leadership

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 3a. Implementing instructional content for learning;
- 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies; and
- 3c. Assessing student learning, providing feedback to students and adjusting instruction.

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by:

- 4a. Engaging in continuous professional learning to impact instruction and student learning;
- 4b. Collaborating with colleagues to examine student learning data and to develop and sustain a professional learning environment to support student learning; and
- 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Region 14 Timelines

(Source: CREC’s Quick Guide to Teacher Evaluation/CSDE SEED Document – 12/12 revised document)

Goal Setting and Planning <ul style="list-style-type: none"> • Orientation • Teacher Reflection and Goal Setting • Goal Setting Conferences 	Mid Year Check-In <ul style="list-style-type: none"> • Review goals and performance • Mid – Year Conference 	End of Year Review <ul style="list-style-type: none"> • Teacher self-assessment • Scoring • End of year conference
By November 15	January/February	By June 30

Date	Teacher	Administrator
July/August	•	<ul style="list-style-type: none"> • Review process • Review student data • Review parent survey data • Admin Goal Setting and plan development
September	<ul style="list-style-type: none"> • Conducts data Review: standardized assessments, district benchmark results, parent survey results, etc. • Orientation to Teacher Evaluation Process • Teacher Reflection (Draft a proposed performance and practice goal, parent feedback goal, SLO, student feedback goal) 	<ul style="list-style-type: none"> • Identify school district priorities (SIP) and student learning objectives (SLO’s) • Evidence collection • Orient teachers to the process • Begin teacher conferences • Conduct observations**
October 15	<ul style="list-style-type: none"> • Goal setting and planning – target date 	<ul style="list-style-type: none"> • Collect evidence about the teacher’s practice to support review
November 15	<ul style="list-style-type: none"> • Complete goal setting and submit goals 	<ul style="list-style-type: none"> • Final approval of goals • Conduct observations**
November/December	<ul style="list-style-type: none"> • Work on the work • Maintain professional learning log 	<ul style="list-style-type: none"> • Conduct observations**
January/February	<ul style="list-style-type: none"> • Mid-year check in conference • Work on the work • Professional learning log 	<ul style="list-style-type: none"> • Mid-year Formative Assessment – make revisions if needed
March/April	<ul style="list-style-type: none"> • Work on the work • Collect artifacts • Collect student data 	<ul style="list-style-type: none"> • Admin self-assessment • Parent survey • Stakeholder survey • APRIL 1 – Non-tenure summative reports due to Superintendent
May	<ul style="list-style-type: none"> • Evidence collection • Teacher self-reflection • End of year conference • state results (SBAC 2015+) 	<ul style="list-style-type: none"> • Preliminary summative assessment • End of year conferences with teachers • Report status of teacher evaluations to local/regional board of education by June 1
June 30		<ul style="list-style-type: none"> • End of year summative reports completed – report to CSDE by June 30
July/August		<ul style="list-style-type: none"> • Revise teacher summative reports, if needed

SEE FORMAT IN BLOOMBOARD

**Region 14 Public Schools - Form A-Teacher Goal-Setting (Standardized Assessments)
Student Learning Objective**

Teacher Name:	School:	Date:
	Grade:	# of students covered by this SLO:
	Subject:	% Of students covered by this SLO:

Student Learning Objective (SLO):

Rationale for Objective
 (1) Why was objective chosen? (2) What specific Connecticut and/or national standards does it address?

Indicator(s) of Academic Growth and Development (IAGD)
 An IAGD is evidence you use to determine success in achieving the SLO. **One standardized IAGD is required.** Additional IAGDs are optional. Please number the IAGD(s) and clearly indicate the targeted performance expectation for the selected students. An indicator should represent at least one year's growth and/or mastery of grade level content standards.

Baseline Data/Background Information
 Please include what you know about the targeted students' performance, skills, and achievement levels at the beginning of the year (relevant to this SLO) as well as any additional student data or background information that you used in setting your objective. Provide this information for each indicator, if specific pre-test or baseline data are available.

Strategies/Actions to Achieve the SLO

(Include additional strategies as needed)

Interim Assessments
 What interim assessments do you plan to use to gauge student progress toward this SLO?

Data Collection/Assessment of Progress Toward Achieving the SLO
 What data will you collect to assess progress toward achieving the SLO?

Note: Please indicate when standardized results are available.

Professional Learning Support

What professional learning and/or other type of support would help you to achieve this SLO?

Priority of Content

Objective is deeply relevant to teacher’s assessment and addresses a large proportion of his/her students.

Teacher Comments:

Evaluator Comments:

Quality of Indicators

Indicators provide specific, measureable evidence and allow judgment about students’ progress over the school year or semester.

Teacher Comments:

Evaluator Comments:

Rigor of Objective

Objective is attainable, but ambitious and represents at least one year’s student growth (or appropriate growth for a shorter interval of instruction).

Teacher Comments:

Evaluator Comments:

Signatures (to be completed after discussion of SLO)

Revisions Required

Resubmit by:

Approved:

Teacher

Date

Evaluator

Date

SEE FORMAT IN BLOOMBOARD
Region 14 Public Schools - Form B-Teacher Goal-Setting (Non - Standardized
Assessments)
Student Learning Objective

Teacher Name:	School:	Date:
	Grade:	# of students covered by this SLO:
	Subject:	% Of students covered by this SLO:

Student Learning Objective (SLO):

Rationale for Objective
 (2) Why was objective chosen? (2) What specific Connecticut and/or national standards does it address?

Indicator(s) of Academic Growth and Development (IAGD)
 An IAGD is evidence you use to determine success in achieving the SLO. **One standardized IAGD is required.** Additional IAGDs are optional. Please number the IAGD(s) and clearly indicate the targeted performance expectation for the selected students. An indicator should represent at least one year's growth and/or mastery of grade level content standards.

Baseline Data/Background Information
 Please include what you know about the targeted students' performance, skills, and achievement levels at the beginning of the year (relevant to this SLO) as well as any additional student data or background information that you used in setting your objective. Provide this information for each indicator, if specific pre-test or baseline data are available.

Strategies/Actions to Achieve the SLO

(Include additional strategies as needed)

Interim Assessments
 What interim assessments do you plan to use to gauge student progress toward this SLO?

Data Collection/Assessment of Progress Toward Achieving the SLO
 (1) How will you collect and score evidence for you IAGDs?

Professional Learning Support

What professional learning and/or other type of support would help you to achieve this SLO?

Priority of Content

Objective is deeply relevant to teacher’s assessment and addresses a large proportion of his/her students.

Teacher Comments:

Evaluator Comments:

Quality of Indicators

Indicators provide specific, measureable evidence and allow judgment about students’ progress over the school year or semester.

Teacher Comments:

Evaluator Comments:

Rigor of Objective

Objective is attainable, but ambitious and represents at least one year’s student growth (or appropriate growth for a shorter interval of instruction).

Teacher Comments:

Evaluator Comments:

Signatures (to be completed after discussion of SLO)

Revisions Required

Resubmit by:

Approved:

Teacher

Date

Evaluator

Date

SEE FORMAT IN BLOOMBOARD
Region 14 Public Schools Form C-Teacher Goal Setting
Teacher Performance and Practice Goals (40%)

Teacher Name:	Date:	
School:	Grade:	Subject:

Performance and Practice Goal:

- **The Teacher Performance and Practice observation rating comprises 40% of end-of-year summative rating. Using relevant student learning data, a self-assessment of performance and practice relative to the CCT Rubric feedback from your principal, previous professional development and survey data, establish 1-3 areas of professional growth. Goals should have a clear link to student achievement and move teachers toward Proficient or Exemplary. This plan should anchor and be responsive to professional growth conversations throughout the year.**
- **Goals should be SMART Goals: Specific and Strategic, Measureable, Aligned and Attainable, Results-Oriented and Time Bound.**

Performance and Practice Goal #1

Action Steps and Data to Collect	Date and Evidence	Date and Evidence	Date and Evidence
1.			
2.			
3.			
4.			

Performance and Practice Goal #2

Action Steps and Data to Collect	Date and Evidence	Date and Evidence	Date and Evidence
1.			
2.			
3.			
4.			

Performance and Practice Goal #3

Action Steps and Data to Collect	Date and Evidence	Date and Evidence	Date and Evidence
1.			
2.			
3.			
4.			

SEE FORMAT IN BLOOMBOARD
Region 14 Public Schools - Form D-Teacher Goal Setting: Parent Feedback (10%)

Teacher Name:		Date:
School:	Grade:	Subject:

Parent Engagement Goal (10%):

(1) Principals and teachers should preview parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. After school level goals have been set, you and your evaluator will collaborate to determine one parent related goal to pursue. *Possible goals include communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.*

Growth/Improvement Targets:

(1) Set growth/improvement targets related to your goal. There are two ways you can measure and demonstrate progress on your growth targets.

(a) You can choose to measure how successfully you implement a strategy to address an area of need, and/or

(b) You can collect evidence directly from parents to measure parent-level indicators you generate. *For example, you might conduct interviews with parents or a brief parent survey to see how well you have met your target goal.*

Evaluator Approval:

- Goal is related to overall school improvement parent goals.
- The improvement targets are ambitious but achievable.

Teacher	Date
Evaluator	Date

Region 14 Public Schools – Form E – Observation and Conferencing Form for Teacher Performance and Practice

This is a sample note-taking form that can be used to collect evidence while observing classrooms. The component column allows the note-taker to align or code the evidence to relevant components of the CCT Rubric.

Teacher Name:		Date:
School:	Grade:	Subject:

Pre – Observation Conference Notes:

Post-Observation Conference Notes:

Region 14 Public Schools – Form E – Observation and Conferencing Form for Teacher Performance and Practice

Note – Taking Form:

Time	Teacher Action	Student Action	Component

Region 14 Public Schools – Form E – Observation and Conferencing Form for Teacher Performance and Practice

Note – Taking Form:

Time	Teacher Action	Student Action	Component

**Region 14 Public Schools – Form E – Observation and Conferencing Form for Teacher
Performance and Practice**

Component Rating and Feedback Form

<p>CCT Domain 1: Content and Essential Skills ❖ Knowledge and performance related to “Content and Essential Skills” are embedded in other Domains.</p>
--

Rubric Domain 1: Classroom Environment, Student Engagement, and Commitment to Learning	Performance Levels Exemplary (4) Proficient (3) Developing (2) Below Basic (1)	Feedback
1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students		
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students		
1c. Maximizing instructional time by effectively managing routines and transitions		

Region 14 Public Schools – Form E – Observation and Conferencing Form for Teacher Performance and Practice

Rubric Domain 2: Planning for Active Learning	Performance Levels Exemplary (4) Proficient (3) Developing (2) Below Basic (1)	Feedback
2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides an 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		

Region 14 Public Schools – Form E – Observation and Conferencing Form for Teacher Performance and Practice

Rubric Domain 3: Instruction for Active Learning	Performance Levels Exemplary (4) Proficient (3) Developing (2) Below Basic (1)	Feedback
3a. Implementing instructional content for learning		
3b. Leading students to construct meaning and apply new learning through a variety of differentiated and evidence-based learning strategies		
3c. Assessing student learning, providing feedback to students and adjusting instruction		

**Region 14 Public Schools – Form E – Observation and Conferencing Form for Teacher
Performance and Practice**

Performance Levels Exemplary (4) Proficient (3) Developing (2) Below Basic (1)	Feedback

Region 14 Public Schools – Form E– Observation and Conferencing Form for Teacher Performance and Practice

Rubric Domain 4: Professional Responsibilities and Teacher Leadership	Performance Levels Exemplary (4) Proficient (3) Developing (2) Below Basic (1)	Feedback
4a. Engaging in continuous professional learning to impact instruction and student learning		
4b. Collaborating to develop and sustain a professional learning environment to support student learning		
4c. Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning		

Region 14 Public Schools – Form E – Observation and Conferencing Form for Teacher Performance and Practice

Signatures <i>(to be completed after observation feedback)</i>	
Evaluator	Date
Teacher	Date

SEE BLOOMBOARD FOR FORMAT

Region 14 Public Schools – Form F – Mid Year Check – In

Teacher Name:	Date:	
School:	Grade:	Subject:

Teacher Self-Assessment/Reflection

Describe the results to date and provide evidence for each indicator, (a) provide your overall assessment of progress toward the objective to date, (b) describe what you have done so far that produced these results, (c) describe what you have learned and how you will use it going forward, (d) what professional learning and/or other type of support would help you to achieve your goals, and (e) describe any revisions to strategies and/or adjustments of student learning goals.

Student Growth Indicators
Student Growth and Development (45%)
Whole School Student Learning Indicators or Student Feedback (5%)

Teacher Practice Indicators
Observation of Teacher Practice and Performance (40%)
Parent or Peer Feedback including surveys (10%)

Region 14 Public Schools – Form F – Mid Year Check – In

Evaluator

Describe progress to date and indicate any revisions or adjustments to student learning goals.

Student Growth Indicators
Student Growth and Development (45%)
Whole School Student Learning Indicators or Student Feedback (5%)
Target Areas for Growth:

Teacher Practice Indicators
Observation of Teacher Practice and Performance (40%)
Parent or Peer Feedback including surveys (10%)
Target Areas for Growth:

Teacher

Date

Evaluator

Date

Forms for the following components are included in Bloomboard:

- **Observation of Teacher Performance and Practice Summative Rating Worksheet**
- **Student Growth and Development Rating Worksheet (45%)**
- **Parent Feedback Rating Worksheet (10%)**
- **Whole School Student Learning Indicator (5%) Rating Worksheet**
- **End-of – Year Summative Teacher Self-Assessment**
- **End-of – Year Summative Teacher Evaluation Scoring**



Administrator Evaluation and Support Effective as of July 2015

Based on SEED: Connecticut's System for Educator Evaluation and Development State Model

Region 14 administrators will be evaluated through the use of the System for Educator Evaluation and Development (SEED) developed by the CSDE. The Connecticut State Department of Education (CDSE) - designed model for the evaluation and support of administrators in Connecticut is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators and based upon best practice research from around the country. The contents of this document are meant to guide districts in the implementation of Connecticut's System for Educator Evaluation and Development (SEED) Administrator Evaluation and Support model.

Some forms may have been added or altered slightly in order better support the implementation process. This plan may continue to be refined through feedback and collaboration between the evaluator(s) and administrators.

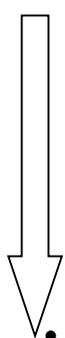
Guiding Assumptions

This document is designed to be in compliance with the Connecticut Guidelines For Educator Evaluation approved by the Connecticut State Department of Education. Much of the plan is crafted based on the System for Educator Evaluation and Development (SEED) pilot state model. The Connecticut Common Core of Leading (2012) provides the standards for administrator practice evaluation. The components of this plan include evaluation of administrator practice, student learning, stakeholder feedback, and teacher effectiveness.

Research documents the following assertions about school leaders:

- Successful leaders set high expectations for students and staff, create a positive school climate, and set a clear mission and goals (Bryk, 2010; Chenoweth, 2009; Elmore, 2004; Hallinger& Murphy, 1985; Jacobson, 2011; Leithwood and Reihl, 2003, Marks &Printy, 2003)
- Success leaders build teacher capacity and skill through opportunities for professional learning (Barth, Haycock, et al., 1999; Bryk, 2010; Chenoweth, 2009; Elmore, 2004; Hallinger& Murphy, 1985; Jacobson, 2011; Leithwood and Reihl, 2003, Marks &Printy, 2003)
- Successful leaders expertly manage functions such as maintaining a safe school environment (Jacobson, 2011), buffer teachers from distractions from teaching (Elmore, 2004; Hallinger& Murphy, 1985; Jacobson, 2011; Leithwood and Reihl, 2003), and facilitate data-driven discussions about teaching and learning (Chenoweth,2010; Hallinger& Murphy, 1985; Leithwood and Reihl, 2003)
- Successful leaders establish close and cooperative relationships with families and community stakeholders (Barth, Haycock, et al., 1999; Hallinger& Murphy, 1985; Jacobson, 2011; Leithwood and Reihl, 2003, Marks &Printy, 2003)
- The plan will:
 - Focus on what matters most
 - Emphasize growth over time
 - Leave room for judgment
 - Consider implementation as much as design

The key guiding assumption for this document is that the day-to-day actions of administrators must have a through-line to improving student outcomes. Regardless of the role of the administrator: central office or building level, administrative practice is in the service of improving student achievement. Administrators should strive to be instructional leaders, promoters of a positive school climate, collaborators with families and community members, and advocates for their schools and district. Administrators also need to be in compliance with the local, state, and federal directives that govern their schools and districts in a time of educational reform and accountability.



Directive or goal-setting by the superintendent

Training or capacity building by member of central office staff

Feedback or professional development delivered by the principal or assistant principal

Change in practice by the classroom teacher

Improvement in student performance

Theory of action (*City, Elmore, Fiarman and Teitel,2009*)

- Aligns intended theory with the realities of work within an actual organization.
 - Connects strategy to the actions and relationships critical to good instruction and student learning.
 - Identify the mutual dependencies that are required to get the complex work of instructional improvement done.
 - Grounded in research or evidence-based practice.
-
- Begins with a statement of a causal relationship between what I/we do and what constitutes a good result in the organization

- Example: **If** teachers have access to coaching and professional development focused on the core skills of high-level writing, and **if** administrators monitor and support the acquisition of these skills through their daily visits to classrooms, **then** teachers will teach higher-level skills and students will demonstrate their learning by producing higher-level writing products.

SMART goals are:

Specific and Strategic

- The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.

Measurable

- Goals need to be linked to some form of a common measure that can be used as a way to track progress toward achieving the goal.

Aligned and Attainable

- The goal must strike the right balance between being attainable and aligned to standards but lofty enough to impact the desired change.

Results-Oriented

- All goals should be stated as an outcome or result.

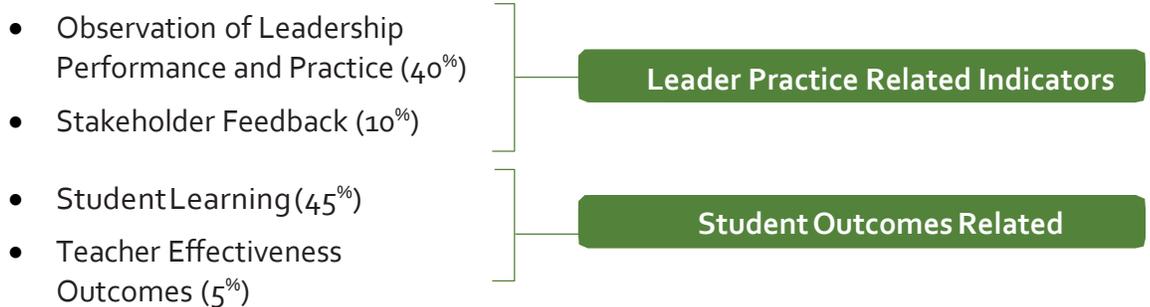
Time-Bound

The time frame for achieving the goal must be clear and realistic.

Administrator Evaluation and Support

The Connecticut State Department of Education (CSDE) designed model for the evaluation and support of administrators in Connecticut is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators in June 2012 and based upon best practice research from around the country. The contents of this document are meant to guide districts in the implementation of Connecticut's System for Educator Evaluation and Development (SEED) Administrator Evaluation and Support model. The CSDE, in consultation with PEAC and the SBE, may continue to refine the tools provided in this document for clarity and ease of use.

The SEED Model for administrator evaluation and support includes specific guidance for the four components of administrator evaluation:



This document includes "Points for Consideration" to assist district PDEC in developing processes or enhancing existing processes necessary for ongoing development and support of administrators for the following requirements:

- Evaluator Training
- Evaluation-Informed Professional Learning
- Improvement and Remediation Plans
- Career Development and Growth

PLEASE NOTE: In electing to implement the SEED model, your district is expected to implement the components of evaluation and support, as well as the additional requirements referenced above with fidelity as outlined in this handbook. In addition, evaluators of administrators are expected to participate in the multi-day CSDE sponsored training as described within this document. In response to requests from districts for further clarification on these requirements, we have provided "Points for Consideration" to assist districts and their PDEC in plan development.

Any variation from the components of administrator evaluation and support as outlined within this handbook is no longer the SEED model and would be considered a "district-developed" evaluation and support plan. Districts are required to submit an Educator Evaluation and Support plan annually to the CSDE.

ADMINISTRATOR EVALUATION and development

Purpose and Rationale

This section of the SEED Handbook outlines the state model for the evaluation of school and school district administrators in Connecticut. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

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

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects⁶;
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

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

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

¹ Smarter Balanced Assessments will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent upon approval of the waiver submitted to the U.S. Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.

As noted, the model applies to all administrators holding an 092 endorsement. Because of the fundamental role that principals play in building strong schools for communities and students, and because their leadership has a significant impact on outcomes for students, the descriptions and examples focus on principals. However, where there are design differences for assistant principals and central office administrators, the differences are noted.

System Overview

Administrator Evaluation and Support Framework

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

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:
 - a) **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
 - b) **Stakeholder Feedback (10%)** on leadership practice through surveys.
2. **Student Outcomes Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:
 - a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures.
 - b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

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

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

Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see **Figure 1** below) allows for flexibility in implementation and lends itself well to a meaningful and doable process. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages two things:

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

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

Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the spring in order for goal-setting and plan development to take place prior to the start of the next school year. Others may want to concentrate the first steps in the summer months.

Figure 1: This is a typical timeframe:



* Summative assessment to be finalized in August.

Step 1: Orientation and Context-Setting

To begin the process, the administrator needs five things to be in place:

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating⁷.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process. Only #5 is required by the approved Guidelines for Educator Evaluation, but the data from #1-4 are essential to a robust goal-setting process.

Step 2: Goal-Setting and Plan Development

Before a school year starts, administrators identify three Student Learning Objectives (SLOs) and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice. This is referred to as "3-2-1 goal-setting."



² Smarter Balanced Assessments will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent on approval of the waiver submitted to the U.S. Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.

Administrators should start with the outcomes they want to achieve. This includes setting three SLOs (see page 69 for details) and one target related to stakeholder feedback (see page 62 for details).

Then administrators identify the areas of focus for their practice **that will help them accomplish** their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

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

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

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

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

DOES THE DISTRICT HAVE A GOOD EVALUATION PLAN?

Here are some questions to consider in assessing whether an administrator's evaluation and support plan is likely to drive continuous improvement:

1. Are the goals clear and measurable so that an evaluator will know whether the administrator has achieved them?
2. Can the evaluator see a through line from district priorities to the school improvement plan to the evaluation and support plan?
3. Do the practice focus areas address growth needs for the administrator?

Is at least one of the focus areas addressing instructional leadership?

Sample Evaluation AND SUPPORT Plan

Administrator's Name _____

Evaluator's Name _____

School _____

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals – 3 SLOs and 1 Survey	Leadership Practice Focus Areas (2)	Strategies	Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Outcomes
75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	SLO 1: Increase EL cohort graduation rate by 2% and the extended graduation rate by 3%.	Focus Area 1: Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C)	Develop Support Service SLOs to address intervention needs and strategies.	EL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%.	Support needed in reaching out to the EL student population and families to increase awareness of the graduation requirements and benefits.	Credit status will be determined after summer school.
80% of students complete 10th grade with 12 credits.	SLO 2: 90% of students complete 10th grade with 12 credits.	Focus Area 2: Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction. (PE: 2, E B) Use current data to monitor EL student progress and to target students for intervention.	Develop content teacher SLOs to address CT Common Core reading strategies and expectations .	90% of students have at least 12 credits when entering the 11th grade.	Work with school counselors to ensure students are enrolled in credit earning courses in 9th and 10th grades and that deficient students are contacted re: summer remedial offerings.	
87% of 10th graders are proficient in reading, as evidenced by CAPT scores (if available).	SLO 3: 95% of students are reading at grade level at the end of 10th grade.		Provide teacher PL experiences as needed to target skills in differentiation of instruction.	STAR assessments indicate that 95% of students are reading on grade level at the end of 10th grade		

<p>75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.</p>	<p>Survey 1: 90% of students report that teachers present material in a way that makes it easy for them to understand and learn.</p>			<p>90% of students report by survey response that teachers present material in a way they can understand and learn from.</p>		
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Step 3: Plan Implementation and Evidence Collection

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

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

Besides the school site visit requirement, there are no prescribed evidence requirements. The model relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Building on the sample evaluation and support plan on page 49, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

- Datasystemsandreportsforstudentinformation
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communicationsto parents and community
- Conversationswith staff
- Conversationswith students
- Conversationswith families
- Presentations at Board of Education meetings, community resource centers, parent groups etc.

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

A note on the frequency of school site observations:

State guidelines call for an administrator's evaluation to include:

- 2 observations for each administrator.
- 4 observations for any administrator new to their district, school, the profession or who has received ratings of *developing* or *below standard*.

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

Step 4: Mid-Year Formative Review

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

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

The administrator and evaluator hold a Mid-Year Formative 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 influence accomplishment of outcome goals; goals may be changed at this point. **Mid-Year Conference Discussion Prompts** are available on the SEED website.

Step 5: Self-Assessment

In the spring, the administrator takes an opportunity to assess his/her practice on all 18 elements of the CCL: Connecticut School Leadership Standards. For each element, the administrator determines whether he/she:

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

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

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. In this model the administrator submits a self-assessment prior to the End-of-Year Summative Review as an opportunity for the self-reflection to inform the summative rating.

Step 6: Summative Review and Rating

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete training on the SEED evaluation and support model. The purpose of training is to provide evaluators of administrators with the tools that will result in evidence-based school site observations; professional learning opportunities tied to evaluation feedback, improved teacher effectiveness and student performance.

The CSDE will provide districts with training opportunities to support district evaluators of administrators in implementation of the model across their schools. Districts can adapt and build on these tools to provide comprehensive training and support to ensure that evaluators are proficient in conducting administrator evaluations.

School districts who have adopted the SEED model will be expected to engage in the CSDE sponsored multi-day training. This comprehensive training will give evaluators the opportunity to:

- Understand the various components of the SEED administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the CCL Leader Evaluation Rubric;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the CCL Leader Evaluation Rubric;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

Participants in the training will have opportunities to interact with colleagues and engage in practice and *optional* proficiency exercises to:

- Deepen understanding of the evaluation criteria;
- Define proficient leadership;
- Collect, sort and analyze evidence across a continuum of performance; and
- Determine a final summative rating across multiple indicators.

PLEASE NOTE: School districts who have a locally-developed evaluation and support plan can also choose to participate in the CSDE-sponsored training opportunities for evaluators, however if training opportunities are internally developed or contracted with a reputable vendor, the following are points for consideration:

Points for District Consideration:

- Development or selection of an evaluation framework/rubric to measure and provide feedback on leader performance and practice
- Identification of criteria to demonstrate proficiency (optional)
- Provision of ongoing calibration activities
- Determination of frequency for proficiency status renewal if applicable

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

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet 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 should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

Initial ratings are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

Support and Development

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

Evaluation-Informed Professional Learning

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

Throughout the process of implementing Connecticut's SEED model, in mutual agreement with their evaluators all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district- wide professional learning opportunities.

Points for District Consideration:

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.

– Learning Forward, 2014

<http://learningforward.org/standards/leadership#.Uxn-fD9dXuQ>

- **Develop Capacity for Learning and Leading-** Systems that recognize and advance shared leadership promote leaders from all levels of the organization. Leaders work collaboratively with others to create a vision for academic success and set clear goals for student achievement based on educator and student learning data.
- **Advocate for Professional Learning-** As advocates of professional learning, leaders make their own career-long learning visible to others. They participate in professional learning within and beyond their own work environment. Leaders consume information in multiple fields to enhance their practice.
- **Create Support Systems and Structures-** Skillful leaders establish organizational systems and structures that support effective professional learning and ongoing continuous improvement. They equitably distribute resources to accomplish individual, team, school and school system goals through blended learning structures and promoting teacher collaboration and professional development through social media and other technological tools.

Improvement and Remediation Plans

If an administrator's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Districts must develop a system to support administrators not meeting the proficiency standard. Improvement and remediation plans should be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development.

Districts may develop a system of stages or levels of support. For example:

- 1. Structured Support:** An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.
- 2. Special Assistance:** An administrator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
- 3. Intensive Assistance:** An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

Points for District Consideration:

Well-articulated Improvement and Remediation Plans:

- Clearly identify targeted supports, in consultation with the administrator, which may include specialized professional development, collegial assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered "proficient."
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.
- Include indicators of success, including a rating of proficient or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

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

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

Points for District Consideration:

- Align job descriptions to school leadership standards.
- Identify replicable practices and inform professional development.
- Support high-quality evaluation that aligns school accountability with teacher and principal evaluation and support.
- Provide focused targeted professional learning opportunities identified through the evaluation process and school/district needs.
- Ensure that the new principal role is sustainable. Explore ways to alleviate administrative and operational duties to allow for greater focus on the role of instructional leader.
- Recognize and reward effective principals.

Leadership Practice Related Indicators

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

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

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

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

Leadership practice is described in the Common Core of Leading (CCL) Connecticut School Leadership Standards adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

- 1. Vision, Mission and Goals:** Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.
- 2. Teaching and Learning:** Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.
- 3. Organizational Systems and Safety:** Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
- 4. Families and Stakeholders:** Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.
- 5. Ethics and Integrity:** Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.
- 6. The Education System:** Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning)** comprises approximately half of the leadership practice rating and the other five performance expectations are equally weighted.

Figure 3: Leadership Practice – 6 Performance Expectations



These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the six 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. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

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

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

Two key concepts, indicated by bullets, are often included as indicators. Each concept demonstrates a continuum of performance across the row, from *below standard* to *exemplary*.

Examples of Evidence are provided for each element of the rubric. While these Examples of Evidence can be a guide for evaluator training and discussion, they are only examples and should not be used as a checklist. As evaluators learn and use the rubric, they should review these Examples of Evidence and generate additional examples from their own experience that could also serve as evidence of Proficient practice.

Strategies for Using the CCL Leader Evaluation Rubric:

Helping administrators get better: The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

Making judgments about administrator practice: In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

Assigning ratings for each performance expectation: Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

Assessing the practice of administrators other than principals: All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards³.

³ Central Office Administrators have been given an additional year before being required to participate in Connecticut's new evaluation and support system while further guidance is being developed. All Central Office Administrators will be required to participate in the new system in the 2015-2016 school year.

Performance Expectation 1: Vision, Mission and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.

Element A: High Expectations for All

Leaders* ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff**.

The Leader...

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

*Leader: Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions.)

**Staff: All educators and non-certified staff

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CCL Leader Evaluation Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

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

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

Principals and Central Office Administrators:

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

Assistant Principals and Other School-Based Administrators:

Exemplary	Proficient	Developing	Below Standard
<p><i>Exemplary</i> on at least half of measured performance expectations +</p> <p>No rating below <i>Proficient</i> on any performance expectation</p>	<p>At least <i>Proficient</i> on at least a majority of performance expectations +</p> <p>No rating below <i>Developing</i> on any performance expectation</p>	<p>At least <i>Developing</i> on at least a majority of performance expectations</p>	<p><i>Below Standard</i> on at least half of performance expectations</p>

Component #2: Stakeholder Feedback (10%)

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

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

Applicable Survey Types

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

- **Leadership practice surveys** focus directly on feedback related to a leader’s performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators’ practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.

- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

To ensure that districts use effective survey instruments in the administrator evaluation process, and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the SEED state model for administrator evaluation and support. Panorama Education developed the surveys for use in the State of Connecticut, and districts are strongly encouraged to use these state model surveys.

See the SEED website for examples of each type of survey as well as sample questions that align to the CCL: Connecticut School Leadership Standards. See the SEED website for **Panorama Education surveys**.

The survey(s) selected by a district for gathering feedback must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). In order to minimize the burden on schools and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school-or district-wide feedback and planning or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation and pursuing multiple means of soliciting responses.

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

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:

- All family members
- All teachers and staff members
- All students

Assistant Principals and other school-based administrators:

- All or a subset of family members
- All or a subset of teachers and staff members
- All or a subset of students

CENTRAL OFFICE ADMINISTRATORS

Line managers of instructional staff (e.g., Assistant/Regional Superintendents):

- Principals or principal supervisors
- Other direct reports
- Relevant family members

Leadership for offices of curriculum, assessment, special services and other central academic functions:

- Principals
- Specific subsets of teachers
- Other specialists within the district
- Relevant family members

Leadership for offices of finance, human resources and legal/employee relations offices and other central shared services roles

- Principals
- Specific subsets of teachers
- Other specialists within the district

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 CCL: Connecticut School Leadership Standards.
2. Review baseline data on selected measures, which may require a fall administration of the survey in year one.
3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).
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	Proficient	Developing	Below Standard
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

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

Examples of Survey Applications

Example #1:

School #1 has mid-range student performance results and is working diligently to improve out-comes for all students. As part of a district-wide initiative, the school administers a climate survey to teachers, students and family members. The results of this survey are applied broadly to inform school and district planning as well as administrator and teacher evaluations. Baseline data from the previous year’s survey show general high performance with a few significant gaps in areas aligned to the CCL: Connecticut School Leadership Standards. The principal, district Superintendent and the school leadership team selected one area of focus – building expectations for student achievement – and the principal identified leadership actions related to this focus area which are aligned with the CCL: Connecticut School Leadership Standards. At the end of the year, survey results showed that, although improvement was made, the school failed to meet its target.

Measure and Target	Results (Target met?)
Percentage of teachers and family members agreeing or strongly agreeing with the statement “ <i>Students are challenged to meet high expectations at the school</i> ” would increase from 71% to 77%.	No; results at the end of the year showed an increase of 3% to 74% of respondents agreeing or strongly agreeing with the statement.
Stakeholder Feedback Rating: “Developing”	

Example #2:

School #2 is a low-performing school in a district that has purchased and implemented a 360° tool measuring a principal’s leadership practice which collects feedback from teachers, the principal and the principal’s supervisor. The resulting scores from this tool are incorporated in the district’s administrator evaluation and support system as stakeholder input.

Baseline data from the prior year reflects room for improvement in several areas and the principal, her supervisor and the school leadership team decides to focus on ensuring a safe, high performing learning environment for staff and students (aligned with Performance Expectation #3). Together, the principal and her supervisor focus on the principal’s role in establishing a safe, high-performing environment and identify skills to be developed that are aligned to this growth area. They then set a target for improvement based on specific measures in the survey, aiming for an increase of 7% in the number of stakeholders who agreed or strongly agreed that that there was growth in the identified area. Results at the end of the school year show that the principal had met her target, with an increase of 9%.

Measure and Target	Results (Target met?)
Percentage of teachers, family members and other respondents agreeing or strongly agreeing that the principal had taken effective action to establish a safe, effective learning environment would increase from 71% to 78%.	Yes; results at the end of the year showed an increase of 9% to 80% of respondents agreeing or strongly agreeing.
Stakeholder Feedback Rating: "Proficient"	

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

Student Outcomes Related Indicators includes two components:

- Student Learning, which counts for 45%; and
- Teacher Effectiveness Outcomes, which counts for 5%.

Component #3: Student Learning (45%)

Student learning is assessed in equal weight by: (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.

State Measures of Academic Learning

With the state’s new school accountability system, a school’s SPI—an average of student performance in all tested grades and subjects for a given school—allows for the evaluation of school performance across all tested grades, subjects and performance levels on state tests. The goal for all Connecticut schools is to achieve an SPI rating of 88, which indicates that on average all students are at the ‘target’ level.

Currently, the state’s accountability system⁹ includes two measures of student academic learning:

1. **School Performance Index (SPI) progress** – changes from baseline in student achievement on Connecticut’s standardized assessments.

***PLEASE NOTE:** SPI calculations will not be available for the 2014-15 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45% of an administrator’s rating for Student Learning will be based on student growth and performance on locally determined measures.*

2. **SPI progress for student subgroups** – changes from baseline in student achievement for subgroups on Connecticut’s standardized assessments.

⁴ All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability

model, it is recommended that it count as 50% of a principal's state academic learning rating in Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.

For a complete **definition of Connecticut’s measures of student academic learning**, including a definition of the SPI see the SEED website.

Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year. See below for a sample calculation to determine the SPI growth target for a school with an SPI rating of 52.

$$\frac{88 - 52}{12} = 3$$

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

Step 1: Ratings of SPI Progress are applied to give the administrator a score between 1 and 4, using the table below:

SPI Progress (all students and subgroups)

SPI ≥ 88	Did not Maintain	Maintain			
	1	4			
SPI < 88	< 50% target progress	50-99% target progress	100-125% target progress	> 125% target progress	
	1	2	3	4	

PLEASE NOTE: Administrators who work in schools with two SPIs will use the average of the two SPI ratings to apply for their score.

Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target. While districts may weigh the two measures according to local priorities for administrator evaluation, the following weights are recommended:

SPI Progress	100% minus subgroup %
SPI Subgroup Progress*	10% per subgroup; up to 50%

*Subgroup(s) must exist in year prior and in year of evaluation

Below is a sample calculation for a school with two subgroups:

Measure	Score	Weight	Summary Score
SPI Progress	3	.8	2.4
SPI Subgroup 1 Progress	2	.1	.2
SPI Subgroup 2 Progress	2	.1	.2
TOTAL			2.8

Step 3: The weighted scores in each category are summed, resulting in an overall state test rating that is scored on the following scale:

Exemplary	Proficient	Developing	Below Standard
At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5

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

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator’s rating on student learning indicators is based on the locally-determined indicators described below.

Locally-Determined Measures (Student Learning Objectives)

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

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

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

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

- Student performance or growth on 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. Below are a few examples of indicators, goals and SLOs for administrators:

Grade Level	SLO
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments.
Middle School Science	78% of students will attain <i>proficient</i> or higher on the science inquiry strand of the CMT in May.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%. (Curriculum Coordinator)

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

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are (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 SLOs for the chosen assessments/indicators (see the Administrator's SLO Handbook, **SLO Form** and **SLO Quality Test**).

- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

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

Arriving at Student Learning Summative Rating

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

		State Measures of Academic Learning			
		4	3	2	1
Locally Determined Measures of Academic Learning	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

Component #4: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness outcomes – as measured by an aggregation of teachers’ student learning objectives (SLOs) – make up 5% of an administrator’s evaluation.

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

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

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

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

Summative Administrator Evaluation Rating

Summative Scoring

Every educator will receive one of four performance* ratings:

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

*The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence (see Appendix 2).

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

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting and making progress on 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects;
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

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

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

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

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

Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating;
2. Determining an Student Outcomes Rating; and
3. Combining the two into an overall rating using the Summative Matrix.

Each step is illustrated below:

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

The practice rating derives from an administrator’s performance on the six performance expectations of the Common Core of Leading Evaluation Rubric (CCL) and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Summary Score
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
TOTAL LEADER PRACTICE-RELATED POINTS			110

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

B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness Outcomes (5%) = 50%

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state’s accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table page 82.

Component	Score (1-4)	Weight	Points (score x weight)
Student Learning (SPI Progress and SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10
TOTAL STUDENT OUTCOMES-RELATED POINTS			145

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

C. OVERALL: Leader Practice + Student Outcomes

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

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

		Overall Leader Practice Rating			
		4	3	2	1
Overall Student Outcomes Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating:

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a summative rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly affected by state standardized test data, the evaluator should recalculate the administrator’s final summative rating when the data is available and submit the adjusted rating not later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one rating. The state model recommends the following patterns:

Novice administrators shall generally be deemed effective if said administrator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice administrator’s career. A *below standard* rating shall only be permitted in the first year of a novice administrator’s career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four.

An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

The local or regional board of education shall include a process for resolving disputes in cases where the evaluator and administrator cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding (*see Appendix 2*).

Appendix 2

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

May 7, 2014

Dispute-Resolution Process

(3) In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. As an illustrative example of such a process (which serves as an option and not a requirement for districts), when such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). In this example, the superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled "Connecticut Guidelines for Educator Evaluation." Should the process established as required by the document entitled "Connecticut Guidelines for Educator Evaluation," dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. An example will be provided within the State model.

Rating System

2.1: 4-Level Matrix Rating System

(1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.

(a) The performance levels shall be defined as follows:

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

The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence. The SDE will work with PEAC to identify best practices as well as issues regarding the implementation of the 4-Level Matrix Rating System for further discussion prior to the 2015-16 academic year.

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

45% Student Growth Component

- (c) One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.
- a. For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC’s flexibility recommendation on January 29, 2014 and the State Board of Education’s action on February 6, 2014.
 - b. Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

For the other half (22.5%) of the indicators of academic growth and development, there may be:

- a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in section 1.3.
- b. A minimum of one non-standardized indicator.

Milestones and Timeline

Milestone	Time frame	Form used
Review of district/BOE strategic goals and student performance data	By August 15	No form: meeting between evaluator and administrator to look at district documents and data
Complete Self-reflection Worksheet on CCL Domains: determine focus for improving professional practice	Before October 1	Form completed by administrator, copy to evaluator
SMART goal setting conference with evaluator *Establish student performance goal per administrative contract *Develop action or accountability plan identifying leverage points or strategic decisions to improve student outcomes (including programs, staffing, professional development, budget, etc.) that will result in improved student outcomes	Before October 15	Form completed by administrator, needs to be approved by evaluator
Midyear Benchmark conference	Before March 15	Form completed at conference. Administrator presents data that relates to progress on SMART goal. Evaluator provides written feedback on professional practice focus area using mid-year conference guidance
End of year evaluation of growth in professional practice and Review of summative student performance data , determination by evaluator if student performance goal achieved	Before June 30 or as soon as data available	Administrator presents data on SMART goal attainment and submits written reflection on professional practice growth. Evaluator determines if SMART goal has been achieved. Evaluator provides a bulleted summary of commendations, recommendations, and next steps.

Timeline reflects the minimum number of documented contacts. More may be scheduled as need to meet the needs of the individual administrator. Evaluation supplements administrative induction.

Administrator Evaluation and Support: Sources of Data

Guiding questions:

- What are all the ways we measure and monitor student growth?
- What are all the ways we monitor the health and success of our school program?
- What type of evidence do we collect to verify our Theories of Action: the effectiveness of our School Improvement Plans, strategies, and action plans?
- How do we solicit Stakeholder feedback?

State assessment data/accountability systems

- Cohort graduation rate
- Extended graduation rate
- SBAC (formative, interim and summative)
- Kindergarten Inventory
- CCSS-aligned assessment

Locally –determined measures/data (examples)

- Kindergarten screening
- On-demand writing
- DRA2
- CCSS performance tasks
- DRP
- Math benchmark tests
- Science benchmark tests
- Reading/Social Studies benchmark tests
- Teacher created common assessments
- Department created common assessments
- Students with D's & F's
- Student credit accumulation
- Attendance (student, staff)
- Discipline referrals
- Student climate survey
- Staff climate survey
- Parent climate survey
- Gallup Student Poll
- SWIS
- NWEA: Measures of Academic Progress (MAP)

Form A: Administrator Evaluation—Goal Setting Form

The goal setting form is to be completed by the administrator prior to the goal-setting conference. The evaluator will review the goals/SLOs prior to the goal-setting conference and should note any comments/suggestions below.

Administrator _____

Evaluator _____ Date of meeting _____

Background data: Key findings, observations, student achievement and stakeholder survey data:

Outcome Goals

SLO #1 (based on state assessment target or locally determined measure)

Rationale/Strategies/Monitoring Activities:

SLO #2 (based on locally determined student performance target(s), HS only must use cohort and extended graduation data)

Rationale/Strategies/Monitoring Activities:

SLO #3 (based on locally determined student performance target(s))

Rationale/Strategies/Monitoring Activities:

Survey Target Goal (based on stakeholder feedback)

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Rationale/Strategies/Monitoring Activities:

Leadership Practice Goals (Professional Practice Focus Areas + Survey Target for Stakeholder Feedback)

Professional Practice Focus Area 1 (focused on instructional leadership)

Rationale/Strategies/Monitoring Activities:

Professional Practice Focus Area 2 (aligned to district priorities and school improvement plan)

Rationale/Strategies/Monitoring Activities:

Additional Professional Learning and/or Resources Needed

Comments/Summary of Conference

Form B: Administrator Evaluation: Observation/Review of Practice Evidence Collection

This observation form is intended for use by evaluators when conducting observations of administrative practice. Examples of school site observations could include observing the administrator leading professional development, facilitating teacher teams, working with parents and community members, observing classrooms and instructional quality, conferencing with teachers, data systems and reports or assessing elements of school culture.

PERFORMANCE EXPECTATIONS AND ELEMENTS

Please the Focus Area(s) for administrator performance and practice:

- 1. Vision, Mission, and Goals
- 2. Teaching and Learning
- 3. Organizational Systems and Safety
- 4. Families and Stakeholders
- 5. Ethics and Integrity
- 6. The Education System

Notes and Evidence in Focus Area(s)

Other observations of Professional Practice:

A large, empty rectangular box with a thin black border, intended for handwritten or typed notes regarding professional practice observations.

Form C: Administrator Evaluation—Mid-Year conference and Feedback Form

During the mid-year conference, the evaluator and administrator have the opportunity to discuss the evidence collected to date. The evaluator will provide formative ratings and recommendations/commendations for professional performance and practice.

Describe the administrator’s progress to date for each focus area/goal/SLO:

Summarize professional learning and/or strategies that will support the administrator in making continued progress towards his/her focus area/goals/SLOs:

Summarize any modified action steps or adjustments to focus areas/goals/SLOs that result from discussion with the administrator:

Summarize feedback provided to the administrator to support him/her in overcoming any challenges or barriers in making progress on focus areas/goals/SLOs:

Next steps:

Other comments:

Evaluator _____ Date _____
Administrator _____ Date reviewed _____
Administrator response attached? ___ yes ___ no

Organizational Systems and Safety

Formative rating: ___ Exemplary ___ Proficient ___ Developing ___ Deficient

Evidence:

Commendations/Recommendations

Families and Stakeholders

Formative rating: ___ Exemplary ___ Proficient ___ Developing ___ Deficient

Evidence:

Commendations/Recommendations

Ethics and Integrity

Formative rating: ___ Exemplary ___ Proficient ___ Developing ___ Deficient

Evidence:

Commendations/Recommendations

The Education system

Formative rating: ___ Exemplary ___ Proficient ___ Developing ___ Deficient

Evidence:

Commendations/Recommendations

Evaluator _____

Date _____

Administrator _____

Date reviewed _____

Administrator response attached? ___ yes ___ no