

Scotland Elementary School, Scotland, CT

PROFESSIONAL LEARNING AND EVALUATION PLAN 2015-2016

Creating a Community of Learners

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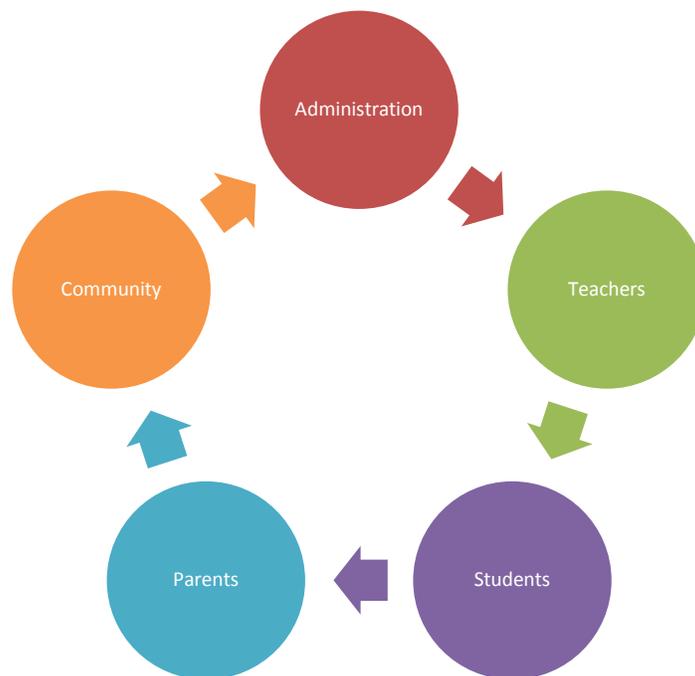
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Mission

*Scotland Elementary School is committed to excellence,
Student emotional and physical well being,
Research-based instructional practices,
Parental and community involvement,
and ongoing academic achievement by all students.*



INTRODUCTION

Scotland Elementary School, located in the “quiet corner” of Connecticut, is a PreK-6 elementary school enrolling approximately 135 students for the 2014-15 school year. We are extremely proud of our staff and students’ accomplishments. We are especially proud of the close and positive relationship we maintain with our parents and the community at large. Scotland Elementary School is a school where our staff maintains high academic and behavioral standards for our students. At the same time, we are a staff devoted to making school a friendly, warm and safe environment for our students where they can learn to excel academically. We are committed to assisting our students in becoming productive and caring citizens for the state of Connecticut and our Nation.

Scotland Elementary School employs 18 certified teachers who will be evaluated by one administrator, the Principal.

The basis of this Professional Learning and Evaluation Plan has been adapted with permission from EASTCONN’s Professional Learning and Evaluation Plan; January 2013.

PROFESSIONAL LEARNING AND EVALUATION PLAN COMMITTEE

Richard Packman, Superintendent of Schools
Catherine Pinsonneault, Principal
Linda Stefon, Speech and Language Pathologist
Lyn Gagne, Reading Specialist
Victoria Jacques, Grade 1 Teacher
Margery Jahnke, Grade 4 Teacher
April Coutu, Grade 5 Teacher

Overview

Scotland Elementary School’s Professional Learning and Evaluation Plan has been designed to create a process for the continuous learning and advancement of educational professionals throughout their careers. The Plan components are aligned with the Core Requirements of the Connecticut Guidelines for Educator Evaluation (adopted by the State Board of Education in June 2012). Scotland’s Professional Learning and Evaluation Program represents our commitment to incorporating current, high-quality research in the creation of professional learning opportunities, fostering best practices in teacher supervision and evaluation, and to improving student learning through effective curriculum, instruction, and assessment practices, in our classrooms. As such, the Program: a) addresses the elements of Connecticut’s Core Requirements for Teacher and Administrator Evaluation; b) is aligned with our school’s missions and values; and c) meets the educational needs of the stakeholders in our school.

This plan was developed and revised by Scotland's Professional Learning and Evaluation Committee to meet the needs of Scotland Elementary School.

CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING

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

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

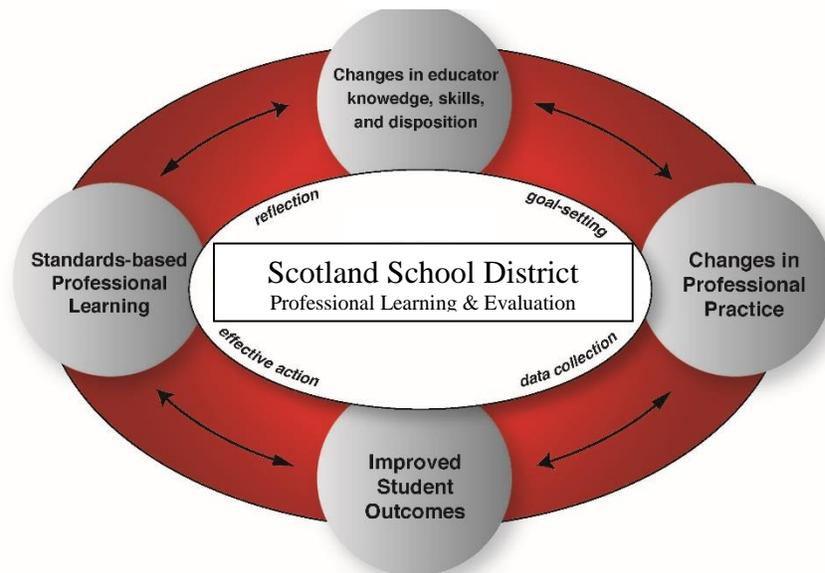
We believe that:

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

- An effective teaching and learning system that increases educator effectiveness and student outcomes is standards-based, and promotes and is sustained by a culture of collaboration and knowledge-sharing.

PHILOSOPHY OF PROFESSIONAL EVALUATION

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



The Professional Learning and Evaluation Plan supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for student learning, and ongoing evaluation with access to professional learning and support.

Scotland's Professional Learning and Evaluation Plan takes into account school improvement goals, curricular goals, student learning goals, and evidence of educators' contributions to the school as a whole. Performance expectations within our Plan also include those responsibilities that we believe to be the key in promoting a positive school climate and the development of a professional learning community.

SCOTLAND PROFESSIONAL LEARNING AND EVALUATION PLAN GOALS

1. Improve the teaching profession

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

2. Improve the quality and focus of observation and evaluation

- Establish collaborative examinations of instructional practice among administrators and teachers to develop shared understanding of the strengths and challenges within our school and programs to improve student learning.
- Define and clarify criteria for evaluation and measurement of student learning, using research-based models for evaluation.
- Establish multiple measures to assess professional practice, such as: teacher-designed objectives, benchmarks, and assessments of student learning; teacher contributions to district level research on student learning and professional resources; mentoring and peer assistance; achievement of learning objectives for student growth, as measured by appropriate standardized assessments, where

applicable, or other national or locally-developed curriculum benchmarks and expectations for student learning.

- Improve quantity and quality of feedback to those evaluated.
- Align evaluation findings with professional learning program and support systems.

3. Support organizational improvement through the Professional Learning and Evaluation Plan

- Align district level professional learning opportunities with the collective and individual needs of educators, based on data acquired through professional learning goal plans and observations of professional practice.
- Provide educators with multiple avenues for pursuing professional learning.
- Integrate external agency resources to support and provide professional learning opportunities.
- Create formal and informal opportunities for educators to share professional learning with colleagues.

ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING AND EVALUATION

Definition of Teacher and Evaluator

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

Superintendent's Role in the Evaluation Process

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

Responsibility for Evaluations

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

Superintendent

Principal

Principal

Teachers
Nurse
Psychologist
Speech and Language Pathologist
Occupational Therapist/COTA
Physical Therapist
Other Related Services Personnel

Roles and Responsibilities of Evaluators and Evaluatees

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

- The review and understanding of Connecticut's Common Core of Teaching (CCT).
- The review and understanding of Connecticut's Common Core of Leading (CCL) and the Leadership Practice Rubric.
- The review and familiarity with applicable portions of Connecticut's Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goals and Standards, Smarter Balance, as well as locally-developed curriculum standards.
- Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learnings about professional practice.

Evaluator Roles

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

Evaluatee Roles

- Reflection on previous feedback from evaluations.
- Engagement in inquiry-based professional learning opportunities.
- Participation in collaborative conferences with evaluator.

- Development, implementation, and self-assessment of goals, student learning indicators, learning activities, and outcomes.
- Request clarification of questions or assistance with identification of professional resources and/or peer assistance

IMPLEMENTATION OF PROFESSIONAL LEARNING AND EVALUATION PLAN

Training and Orientation of Teachers and Administrators

Throughout the 2014-15 school year, the district will provide all educators with updated training sessions (through in-service sessions, target group sessions, and individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

Teachers and administrators new to Scotland (employed during or after the first year of implementation) will be provided with copies of the Professional Learning and Evaluating Plan and will engage in training to ensure that they understand the elements and procedures of the Plan, processes and documents. This training will take place upon employment or prior to the beginning of the school year with members of the Administration.

New Educator Support and Induction

In the interest of supporting all educators in the implementation of the Plan, Scotland will offer support to staff members new to the district. A variety of general topics will be addressed, including:

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

In addition, periodic meetings with school personnel will focus on domains of the Common Core of Teaching, Common Core of Leading, Common Core Standards in English/Language Arts, Mathematics, and the Content Areas, discipline policies, stakeholder communication,

effective collaboration, classroom interventions, special education, evaluation and professional responsibilities.

Evaluator Orientation and Support

Understanding of Scotland's Professional Learning and Evaluation Plan's features, Connecticut's Common Core of Teaching (CCT), Common Core of Learning (CCL), Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going training and support in the use and application of Scotland's Evaluation Plan. Evaluators will review Plan elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. Plans for staff training will be coordinated annually.

Resources for Plan Implementation

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

DISPUTE RESOLUTION

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

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

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

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

Procedures

1. Within five days of articulating the dispute, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter informally.
2. If there has been no resolution, the Superintendent shall review any additional information from the evaluator and evaluatee and shall meet with both parties as soon as possible. Within five days of the meeting, and review of all documentation and recommendations, the Superintendent will act as arbitrator and make a final decision.
3. The evaluatee shall be entitled to Collective Bargaining representation at all levels of the process.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. If an evaluatee does not initiate the appeals procedure within 7 days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.

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

EDUCATOR EVALUATION PLAN

TEACHER EVALUATION PLAN

OVERVIEW

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

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

Standards and Indicators of Teaching Practice

The expectations for teacher practice in Scotland's Professional Learning and Evaluation Plan are defined using the six domains and their indicators of the Common Core of Teaching (CCT, 2010).

Core Requirements of the Evaluation Plan

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

TIMELINE OF TEACHER EVALUATION TARGET DATES

September	Teacher Reflection	The teacher will examine data related to current students' performance, prior year evaluation, survey results, previous professional learning goals, and the CCT.
By September 15	Orientation	The Principal will meet with teachers, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it.
By October 15	Goal Setting	The Principal and teacher will meet to discuss the teacher's proposed goals for all four categories in order to arrive at a mutual agreement about them.
By November 30	Formal Observation	Each formal observation requires a pre- and post conference--all non-tenured teachers and teachers new to the district—for tenured teachers if needed.
By February 15	Mid-Year Conference	The Principal and teacher will meet to focus on processes and progress toward meeting the teacher's goals and developing practice.
By April 30	Formal Observations 2 and 3	Each formal observation requires a pre-and post conference--all non-tenured teachers and teachers new to the district--for tenured teachers if needed.
By June 10	End-of-Year Conference	The Principal and teacher meet to discuss all evidence collected to date. The teacher and Principal will discuss the extent to which students met the SMART goals and how the teacher's performance and practice focus contributed to student outcomes and professional growth.
By June 30	Summative Rating	Following the end-of-year conference, the Principal assigns a summative rating and generates a summary report of the evaluation.
By September 15	Summative Rating Revisions	The Principal may adjust the summative rating if the state test results have a significant impact on a final rating.

Throughout the year – Evidence collection and review – The teacher collects evidence about his/her practice and student learning that is relevant to the agreed upon professional goals.

PROCESS AND TIMELINE OF TEACHER EVALUATION

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

1. Orientation (by September 15):

- To begin the annual evaluation process, the Principal meets with teachers, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In these meetings, they will review and discuss the following:
 1. Common Core of Teaching (CCT).
 2. School or district priorities that should be reflected in teacher performance and practice goals.
 3. SMART goals related to student outcomes and achievement.
 4. Data regarding whole-school indicators of student learning.
 5. Self-assessment processes and purposes.
 6. Data collection, including types of data and processes for collection and analysis.
 7. Access an online evaluation system (i.e. My Learning Plan-OASYS)

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

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

The Principal and teacher will meet to discuss the teacher's proposed goals in order to arrive at mutual agreement about them. The goals for the year must be developed from data and evidence collected by the teacher and Principal about the teacher's practice. The Principal collects evidence about teacher practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

- *Teacher Reflection*—In advance of the Goal Setting Conference, the teacher will examine data related to current students' performance (including, but not limited to: standardized tests, and samples of student work appropriate to teacher's content area, etc.), prior year evaluation and survey results, previous professional learning goals, and the CCT. First-year beginning teachers may find it helpful to reflect on their practice goals with their mentor teachers, using the TEAM(Teacher Educator and Mentoring) program's Module Resources and Performance Profiles, to determine a baseline for establishing goals. The teacher will draft the following goals:

- a) **two SMART Goals** related to student growth and development which will comprise 45% of a teacher’s summative evaluation;
- b) **a performance and practice goal**, based on data from teacher reflection and evaluator observations and review of the *CCT*
- c) **a goal aligned with a whole-school goal** determined by the school administrator based on data from **parent feedback**; and
- d) **a goal based on whole school indicators of student learning** for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
- *Goal-setting conference* – In year one of implementation, teachers will be encouraged to set one-year goals related to professional learning and practice. In subsequent years, teachers may choose to set multi-year goals.

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

<ul style="list-style-type: none"> • Lesson Plans • Formative Assessment Data • Summative Assessment Data • Student Work • Parent Communication Logs • Data Team Minutes • Survey Data 	<ul style="list-style-type: none"> • Class Demographics • Standardized and Non-Standardized Data (based on the teacher’s class) • School-Level Data • CCT Continuum
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3. Evidence collection and review (throughout school year):

The teacher collects evidence about his/her practice and student learning that is relevant to the agreed-upon professional goals. The Principal also collects evidence about teacher practice for discussion in the interim conference and summative review.

4. Observations of practice (by November 30 and April 30)

The Principal will observe teacher practice during formal and informal classroom observations and non-classroom reviews of practice throughout the school year. Year 1 and 2 teachers, and teachers new to the district, must receive at least 3 formal in-class observations. Two of 3 must include a pre-conference and all must include a post conference. (2.3.2.b CT Guidelines for Educator Evaluation).

Any teacher who receives a performance rating of below standard or developing must receive a number of observations appropriate to their individual plan, but no fewer than 3 formal in-class observations. Two of three must include a pre-

conference. All must include a post-conference. (2.3.2.b CT Guidelines for Educator Evaluation).

Tenured teachers who receive and maintain a performance evaluation designation of proficient or exemplary must be evaluated with a minimum of 1 formal in-class observation no less frequent than every 3 years and 3 informal in-class observations in all other years. One review of practice must be completed every year. (Ct. 2.3.2b Guidelines for Educator Evaluation).

5. Interim Conference/Mid-year Check-Ins (by February 15) :

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

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

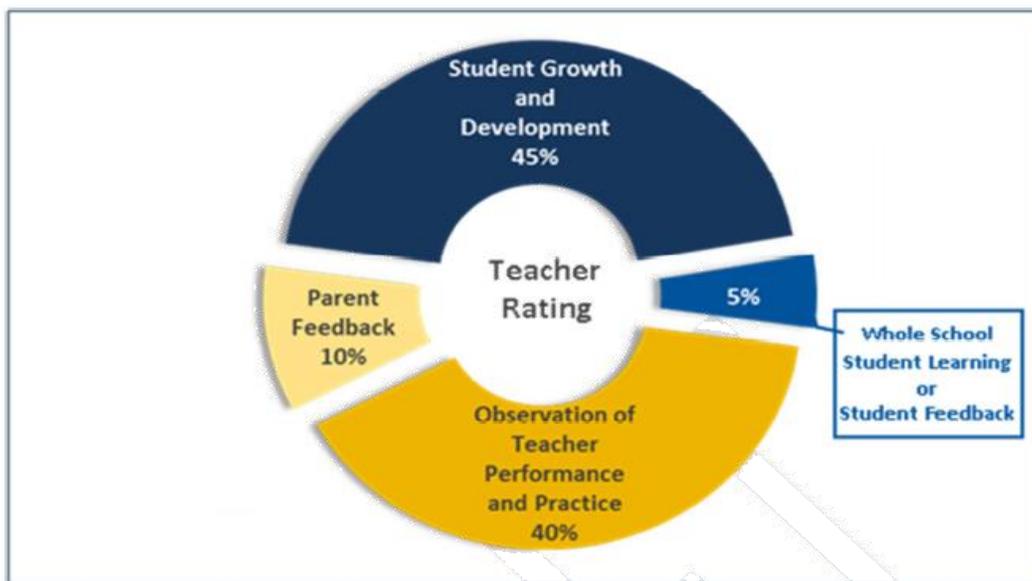
- a. *Teacher self-assessment* - The teacher will complete a self-assessment.
- b. *The self-assessment* should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.
- c. *End-of-year conference* - The Principal and the teacher meet to discuss all evidence collected to date. The teacher and Principal will discuss the extent to which students met the SMART goals and how the teacher's performance and practice focus contributed to student outcomes and professional growth. Following the conference, the Principal assigns a summative rating and generates a summary report of the evaluation by June 30.
- d. *Summative Rating*—The Principal reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix.

7. Summative rating revisions (by September 15)

- a. After all data, including state test data, are available, the Principal may adjust the summative rating if the state test data have a significant impact on a final rating.

COMPONENTS OF TEACHER EVALUATION AND RATING

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



CATEGORY 1: STUDENT GROWTH AND DEVELOPMENT (45%)

Forty-five percent (45%) of a teacher’s evaluation will be based on achievement of student learning outcomes defined by teacher-created SMART Goals that are aligned with both standardized and non-standardized measures. Teachers are required to develop **two SMART goals** related to student growth and development.

- *SMART GOAL based on Standardized indicators (comprises 22.5% of teacher’s evaluation rating).* For those teaching tested grades and subjects, SMART goals will be developed based on an analysis of results of student achievement on (SMARTER

BALANCE and other state or standardized assessments where appropriate and available.

- Teachers in non-tested grades and subjects may establish common SMART goals based on student learning needs and measurable targets revealed in aggregate data from state tests or other standardized assessments where available.
- *One SMART goal based on Non-standardized indicators (comprises 22.5% of teachers evaluation rating):* Sources for the development of SMART goals based on non-standardized indicators may include:
 - Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
 - Other curricular benchmark assessments
 - Student portfolios of examples of work in content areas, collected over time and reviewed annually.
- SMART goals for all personnel must demonstrate alignment with school-wide student achievement priorities.

Goal Setting

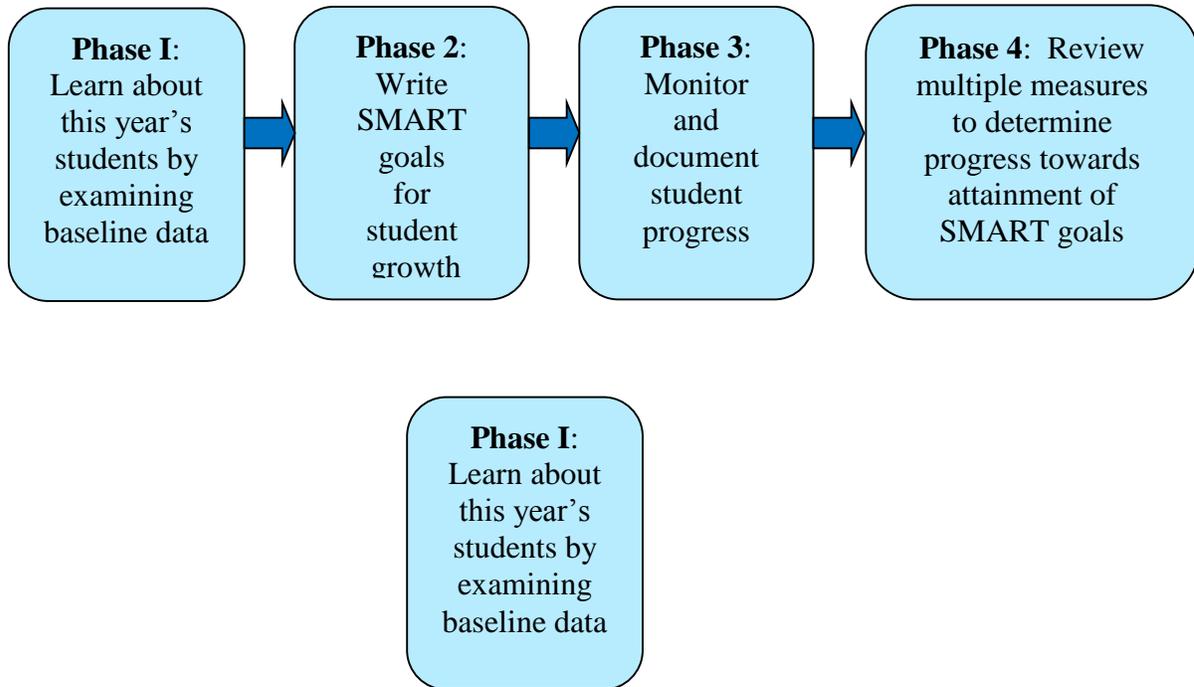
Scotland teachers' SMART goals address the learning needs of their students and are aligned to the teacher's assignment. The student outcome related indicators will be written to meet SMART goal criteria, i.e. **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-Bound. Teachers will write two (2) SMART goals that will address targeted areas for student growth and/or achievement.

Each SMART goal will:

1. take into account the academic track record and overall needs and strengths of the students that the teacher is teaching that year/term.
2. address the most important purposes of a teacher's assignment through self-reflection.
3. align with school, district, and state student achievement objectives.
4. take into account students' learning needs vis-à-vis relevant baseline data.
5. consider student demographics based on Public School Information System (PSIS).
6. be mutually agreed upon by the teacher and his/her evaluator.
7. be fair, valid, reliable and useful to the greatest extent possible.

SMART Goals and Student Progress

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



Data analysis and a thorough knowledge of students is required to write meaningful and relevant SMART goals that align to their teaching assignment.

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

1. Student outcome data (academic)
2. Behavior data (absences, referrals)
3. Program data (participation in-school or extracurricular activities or programs)
4. Perceptual data (learning styles and inventories, anecdotal)

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

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

Phase 2:
Write
SMART
goals
for
student
growth

Each teacher will write TWO SMART goals. Teachers whose students take a state assessment will create one SMART goal based on that assessment and one SMART goal based on a non-standardized assessment. All other teachers may develop their two SMART goals based on non-standardized assessment or a standardized assessment where available and appropriate.

Each SMART goal should make clear (1) what evidence was or will be examined, (2) what level of performance is targeted, (3) what assessment/indicator will be used to measure the targeted level of performance, and (4) what proportion of students is projected to achieve the targeted performance level. SMART goals can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.

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

- **Priority of Content:** SMART goal is deeply relevant to teacher's assignment and address the most important purposes of that assignment
- **Rigor of SMART goal:** SMART goal is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).

Analysis of Student Outcome Data: SMART goal provides specific, measurable evidence of student outcome data through analysis by the teacher and demonstrates knowledge about students' growth and development.

**Phase 3:
Monitor
and
document
student
progress**

Once SMART goals are approved, teachers must monitor students' progress toward achieving student learning SMART goals.

Teachers may monitor and document student progress through:

1. Examination of student work
2. Administration of interim assessments
3. Tracking of students' accomplishments and struggles

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

Interim Conferences - Mid-year check-ins:

The Principal and teachers will review progress toward the goals/objectives at least once during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches teachers use. Teachers and the Principal may mutually agree to mid-year adjustments to SMART goals to accommodate changes (e.g., student populations, assignment). The Mid-Year Conference will take place by February 15.

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

End-of-year review of SMART goals/ Student Growth and Development:

Teacher Self-Assessment – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the Principal. Teachers will reflect on the SMART goals by responding to the following four statements:

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

End of Year Conference – Throughout the year the teacher shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will reflect student progress toward meeting SMART goals for learning. The teacher and Principal will discuss the extent to which the students met the learning goals/objectives. Following the conference, the Principal will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for the 4 performance level designations shown in the table shown on next page. If state test data may have a significant impact on a final rating, a final rating may be revised by September 15 once state test data are available.

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

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

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

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

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

Training for Teachers and the Principal

Specific training will be provided to develop the Principal’s and teacher’s data literacy and creation of the two SMART goals by which teachers will be evaluated. Training and ongoing support will be provided to enhance the abilities and skills of each teacher to communicate their goals for student growth and development. The content of the training will include, but not be limited to:

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

- Data Literacy as it relates to: Analyzing and Interpreting Assessment Data, Understanding Root Cause, and Decision-Making based on Inferences

- Quality of measures and indicators used to determine student growth
- Alignment of SMART goals to school and/or district goals
- Written plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SMART goals

The Principal and teachers will be required to participate in training to ensure a standardized approach to the documentation of student growth and development. Should additional training be needed, it will be decided on a case-by-case basis at the individual level.

CATEGORY 2: TEACHER PERFORMANCE AND PRACTICE (40%)

Forty percent (40%) of a teacher's evaluation will be based on observation of teacher practice and performance, using the Common Core of Teaching. Observation will include formal and informal in-class observations, and reviews of practice.

Scotland's CCT Performance and Practice Plan

Scotland's observation instrument for the Professional Learning and Evaluation Plan has been developed to align with Connecticut's Common Core of Teaching (CCT) and to reflect the content of its domains and indicators. The CCT defines key aspects of effective teaching, correlated with student learning and achievement, that have been evidenced in professional literature. Teachers and the Principal are required to reflect on these practices during pre- and post-observation conferences and self evaluations. The overarching principles of the CCT are:

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

Teacher lesson plans and associated documentation, pre-observation, post-observation, and teacher self-reflection forms and related conversations, as well as non-classroom reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide rich

data related to the CCT standards and the effectiveness of teachers' performance and practice.

Teacher Goal Setting for Performance and Practice

In preparation for instructional planning and Goal-Setting Conferences with evaluators, teachers will analyze their student data and use the CCT to reflect on their own practices and their impact on student performance. Based on that reflection, teachers will develop a goal to guide their own professional learning, performance and practice with the purpose of promoting student growth and achievement. Teachers will be evaluated and given a rating on each domain of the CCT. **Each teacher will select one Domain (2-5) to focus upon for their performance and practice goal.** A teacher's performance and practice goal should result in improvements in teacher knowledge and skills which will be evidenced through observations of teacher performance and practice.

Data Gathering Process

Evidence related to the CCT standards and the effectiveness of teachers' performance and practice will be derived through teacher conferences, classroom observation and reviews of practice. Data may be collected from multiple sources, including but not limited to: teacher lesson plans and associated documentation, pre-observation, post-observation, and teacher self-reflection forms and related conversations, as well as non-classroom review of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, PPTs, and action research.

Over the course of the school year, evaluators and teachers will gather evidence for Indicators and Domains of the CCT which will allow teachers to demonstrate:

- the context for their work;
- their ability to improve student learning and performance;
- their ability to engage in reflective practice to improve their own knowledge and skills;
- how they exercise leadership skills within their classrooms, school and district.

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

Observation of Teacher Practice

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

The Principal will use a combination of formal and informal, announced and unannounced observations to:

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

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

In addition to formal conferences for goal-setting and performance review and formal observations, informal observations of teachers by the Principal will occur periodically. Observations are for the purpose of helping teachers to gain insights about their professional practice and its impact on student learning. Formal and informal observation of teachers is considered a normal part of the Principal's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a school as a whole. In addition to in-class observations, non-classroom reviews of practice will be conducted. Examples of non-classroom observations or reviews of practice include but are not limited to:

- observations of data team meetings,
- observation of participation in team meetings,
- observations of coaching/mentoring other teachers, and
- review of lesson plans or other teaching artifacts.

The Professional Learning and Evaluation Plan also establishes opportunities for teachers to participate in informal, non-evaluative observations of teacher practice for the following purposes:

- to enhance awareness of teaching and learning practices in our schools;
- to create opportunities for problem-based professional learning projects and action research to improve student learning; and
- to enhance collaboration among teachers and administration in advancing the vision and mission of their school.

The Scotland Plan designates the following:

- Non-tenured teachers and teachers new to the District will receive 3 in-class formal observations. All formal observations will include a pre-conference and a post-conference.
- Tenured teachers will receive 1 formal observations and/or informal observations as appropriate. The formal observation will include a pre-conference and a post-conference. All informal observation(s) will include either verbal or written feedback.

All teachers who receive a performance evaluation designation of below standard or developing shall receive a number of observations appropriate to their individual development plan, but no fewer than 2 – 3 formal observations. Each of the observations will include a pre- and a post-conference. These teachers will also receive informal observations as appropriate with either verbal or written feedback.

Tenured teachers who receive a performance evaluation designation of Below Standard and/or Developing shall receive **no fewer than 3 formal observations. Two of the three formal observations must include a pre-conference and all must include a post-conference meeting.** These teachers will also receive informal observations as appropriate with either verbal or written feedback. Additional assistance will be provided through the Professional Assistance Support System. **Refer to 2.3.2.b of the CT Guidelines for Educator Evaluation.**

Tenured teachers who receive and maintain a performance evaluation designation of proficient or exemplary must be evaluated with a minimum of 1 formal in-class observation no less frequent than every 3 years and 3 informal in-class observations in all other years. One review of practice must be completed every year. Refer to 2.3.2.b of the CT Guidelines for Educator Evaluation.

(See observation schedule on the following page.)

OBSERVATION SCHEDULE

Performance Designation	Number of Observations	Conferencing and Feedback
<i>SECOND YEAR OF PROGRAM IMPLEMENTATION AND BEYOND</i>		
Non-Tenured Teachers and teachers new to the District	3 in-class formal observations	All must have pre- and post-conferences
	Informal observation(s) as appropriate	Feedback will be verbal and/or written
Tenured Teachers	1 formal observation and/or	Must have pre- and post-conference
	Informal observation(s) as appropriate*	Feedback will be verbal and/or written
<i>SECOND YEAR OF PROGRAM IMPLEMENTATION AND BEYOND</i>		
Non-Tenured Teachers and teachers new to the District	3 in-class formal observations	All must have pre- and post-conferences
	Informal observation(s) as appropriate	Feedback will be verbal and/or written
Teachers Designated Below Standard or Developing	3 formal observations	Two must have pre-conferences and all must have post-conferences
	Informal observation(s) as appropriate Additional assistance will be provided through the Professional Assistance Support System.	Feedback will be verbal and/or written

***Based on previous year's evaluation.**

Evaluation Ratings for Performance and Practice

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

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

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

PRINCIPAL TRAINING AND PROFICIENCY

Formal observations of classroom practice are guided by the Domains and indicators of the Common Core of Teaching. The Principal participates in extensive training and is required to be proficient in the use of the CCT for educator evaluation. Training is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the CCT in observations and evaluation. Formal observations include pre- and post-conferences that provide opportunities for deep professional conversations that allow evaluators and teachers to set goals, allow administrators to gain insight into the teacher's

progress in addressing issues and working toward their goals, and share evidence each has gathered during the year.

In the first year of implementation of Scotland's Professional Learning and Evaluation Plan, the Principal will be required to participate in training and successfully complete online proficiency activities. The Principal will also attend support sessions during the school year. To ensure consistency and fairness in the evaluation process, the Principal must meet the proficiency standard prior to conducting teacher observations. Components will include the following:

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

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

The Scotland Principal will be required to demonstrate proficiency in the use of the CCT for educator evaluation bi-annually. Any Principal who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed and will be required to successfully complete online proficiency activities.

CATEGORY 3. PARENT FEEDBACK (10%)

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

Scotland Elementary School strives to meet the needs of all of the students all of the time. To gain insight into what parents perceive about our ability to accomplish this, a school-wide parent survey will be used. The survey instrument to be used was developed by Victoria Bernhardt, *Education for the Future*, Executive Director. The surveys, used both nationally and internationally, have been subjected to a rigorous vetting process that found them to be fair, reliable, valid, and useful.

Using an *Education for the Future* Parent Survey, administered online and that allows for anonymous responses, Scotland Elementary School will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered annually in May. Survey data will be used by teachers as baseline data for the following academic year. **Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and result in one school-wide goal to which all certified staff will be held accountable.**

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

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

CATEGORY 4. WHOLE-SCHOOL STUDENT LEARNING INDICATORS (5%)

Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators or student feedback.

Scotland Elementary School will define and communicate a Whole School Learning Indicator that is based on the school performance index (SPI) to which all certified staff will be held accountable. **Certified staff will be asked to discuss how they will, through**

their instructional practice, contribute to the achievement of the Whole School Learning Indicator.

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

Teachers' rating in this area will be determined by the administrator's performance rating multiple student learning indicators that comprise 45% of an administrator's evaluation, using a 4-level performance matrix. Ratings will be based on evidence of teacher's achievement of the Whole School Learning Goal.

SUMMATIVE TEACHER EVALUATION RATING:

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

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

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

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

A rating of *developing* means that performance is meeting proficiency in some indicators but not others. Improvement is necessary and expected.

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

Determining Summative Ratings

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

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

The practice rating derives from a teacher's performance on the five domains of the CCT; and evidence of implementation of strategies to achieve the Parent Feedback school-wide goal. The Principal records a rating for the domains that generates an overall rating for teacher practice. The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. These weights will be multiplied by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below (EXAMPLE).

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			142

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Effective
175-200	Exemplary

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

The outcomes rating is derived from the two student growth and development measures – 2 SMART goals – and whole-school learning outcomes. As shown in the Summative Rating

Form, evaluators record a rating for the SMART goals agreed to in the beginning of the year. The Whole-School Student Learning Rating is combined with the SMART goals rating and the Principal uses the matrix to determine an overall Outcomes Rating.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SMART Goals)	3.5	45	158
Whole School Student Learning Indicator	3	5	15
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			173

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Effective
175-200	Exemplary

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

The Summative rating combines the practice and outcomes ratings using the matrix below. If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the Principal and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix. *If upon re-examination of the data, the ratings do not change, the Principal will use the Matrix to determine the rating.* Annual summative evaluations must provide each teacher with a summative rating aligned to one of four performance evaluation designations: Exemplary, Effective, Developing and Below Standard.

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

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

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

2. In order to determine summative rating designations for each teacher, the Principal will:
 - a. Rate teacher performance in each of the four Categories:
 1. Student Growth and Development;
 2. Evidence of Teacher Performance and Practice;
 3. Parent Feedback, and
 4. Whole-School Student Learning Indicators.
 - B. Combine the Student Growth and Development (Category 1, above) and Whole-School Student Learning Indicator rating (Category 4, above) into a single rating, taking into account their relative weights. This will represent an overall “**Growth Rating**” of Exemplary, Effective, Developing, or Below Standard.
 - C. Combine the Evidence of Teacher Performance and Practice rating (Category 2, above) and the Parent Feedback rating (Category 3, above) into a single rating,

- taking into account their relative weights; this will represent an overall “**Practice Rating**” of Exemplary, Effective, Developing, or Below Standard.
- D. Combine the **Growth Rating** and **Practice Rating** into a **final rating**. In undertaking this step, teachers will be assigned a summative rating category of **Exemplary, Effective, Developing, or Below Standard**.

DEFINITION OF TEACHER EFFECTIVENESS AND INEFFECTIVENESS

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

Any teacher receiving a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan (System for Professional Assistance and Support, or SPAS). After one year of the SPAS participation, the teacher must have a summative rating of Effective or Exemplary to be considered effective.

SYSTEM FOR PROFESSIONAL ASSISTANCE AND SUPPORT (SPAS) (INDIVIDUAL PERFORMANCE REMEDIATION PLAN)

Teachers who receive a summative evaluation ratings of “Developing” or “Below Standard” will be required to work with their local association president (or designee) and Principal to design a teacher performance remediation plan. Teachers must receive a summative evaluation rating of “Effective” within a year of the SPAS Individual Performance Remediation Plan being developed. The plan will be created prior to September 15 of the upcoming school year. The performance remediation plan will identify areas of needed improvement and include supports that the district will provide to address the performance areas identified as needing improvement. After the development of the SPAS Individual Performance Remediation plan, the teacher and Principal will collaborate to determine the target completion date.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.

3. *Domain*: List domain rated “developing” or “below standard”
4. *Indicators for Effective Teaching*: Identify exemplary practices in the area identified as needing improvement
5. *Improvement Strategies to be Implemented*: Provide strategies that the teacher can implement to show improvement in any domain rated “developing” or “below standard”
6. *Tasks to Complete*: Specific tasks the Teacher will complete that will improve the domain
7. *Support and Resources*: List of supports and resources the Teacher can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. *Indicators of Progress*: How the teacher will show progress towards proficient/exemplary in identified domain(s) through observations, data, evidence, etc.

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

Timeframe for Improvement in SPAS

Rating	Timeframe for Improvement
Below Standard	180 days (one year) to achieve a developing rating and one year to achieve an effective rating
Developing	360 days (two years) to achieve an effective rating
Effective	N/A
Exemplary	N/A

EVALUATION-BASED PROFESSIONAL LEARNING

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

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

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

PRINCIPLES OF THE SCOTLAND PLAN: ALIGNING STANDARDS AND PROCESSES:

- ***Evaluation is a teacher-centered process:*** We believe that, for evaluation to improve professional practice, it is essential to “make evaluation a task managed by a teacher and not a thing done to a worker” (Peterson, 2000, p. 5).
 - Teacher reflection on aspects of their instructional practice and its effect on student achievement, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice teachers. [*Standards: Learning Communities; Data; Outcomes*]
 - Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
 - Teachers collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

- **Organizational culture matters:** The framework and outcomes of systems for the evaluation of teachers must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).
 - It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.
 - Evaluators and teachers support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. [*Standards: Leadership; Resources*]
 - Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]
 - Teachers and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]
 - Teachers and administrators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]

- **Evaluation and professional learning must be differentiated to increase organizational effectiveness:** There is a growing research base that demonstrates that individual and collective teacher efficacy (defined by Bandura, 1997, as "the group's shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments"), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)
 - The needs of veteran and novice teachers are different, and evaluation-based professional learning is be designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources*]

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

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

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

For educators rated Exemplary, the following career development and professional growth opportunities would be available:

- observation of peers;
- mentoring/coaching early-career educators or educators new to Scotland;
- participating in development of educator Professional Assistance and Support System plans for peers whose performance is developing or below standard;
- leading Professional Learning Communities for their peers; and,
- targeted professional development based on areas of need.

ADMINISTRATOR EVALUATION PLAN

ADMINISTRATOR EVALUATION PLAN

OVERVIEW

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

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

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

This document describes the four components on which the Scotland Elementary School principal is evaluated – leadership practice, stakeholder feedback, student learning and teacher effectiveness. It also describes the process of evaluation and the steps the Superintendent takes to reach a summative rating for the principal.

COMPONENTS OF THE ADMINISTRATOR EVALUATION PLAN

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

LEADERSHIP PRACTICE (40%)

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

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

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

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

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

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

Assigning rating for each Performance Expectation

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which the administrator is meeting each Performance Expectation. The Superintendent and the administrator will review performance and complete evaluation at the Performance Expectation level, NOT at the Element level. Additionally, it is important to document the Principal's performance on each Performance Expectation with evidence generated from multiple performance indicators, but not necessarily all performance indicators. As part of the evaluation process, the Superintendent and the administrator should identify a few specific areas for ongoing support and growth.

Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. The Superintendent will collect 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 Superintendent completing the evaluation.

The administrator and the Superintendent meet for a Goal-Setting Conference in August to identify focus areas for development and then by September 15 the administrator will set goals for the school year.

1. The administrator collects evidence about his/her practice and the Superintendent collects evidence about the administrator's practice with particular focus on the identified areas for development.
2. The administrator and the Superintendent hold a Mid-Year Formative Conference by January 30 with a focused discussion of progress toward effectiveness in the focus areas identified as needing development.
3. By May 30, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the Superintendent, identifying areas of strength and continued growth as well as progress on focus areas.

4. By June 30, the Superintendent and the administrator meet to discuss all evidence collected. Following the conference, the Superintendent uses the preponderance of evidence to assign a summative rating of exemplary, effective, developing, or below standard for each performance expectation. Then the Superintendent assigns a total practice rating based on the criteria in the Leadership Practice Matrix and generates a summary report of the evaluation by June 30.

Leadership Practice Matrix (40%)

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

STAKEHOLDER FEEDBACK (10%)

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

To gain insight into what stakeholders perceive about administrators’ effectiveness, for each administrative role, the stakeholders surveyed will be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for

feedback will include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.).

The survey instrument to be used was developed by Victoria Bernhardt, *Education for the Future*, Executive Director. This survey, used both nationally and internationally, has been subjected to a rigorous vetting process that has found it to be fair, reliable, valid, and useful.

The survey will be administered online in the spring of each year (beginning with year 2), allowing for anonymous responses. The Scotland administrator will collect and analyze stakeholder feedback data that will be used for continuous improvement. The Spring survey data will be used by the administrator as baseline data for the following academic year.

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

ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

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

Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high
- Administrators new to the 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 Superintendent:

- Review baseline data on selected measures
- Set 1 target for growth on a selected measure (or performance on a selected measure when growth is not feasible to assess or performance is already high)
- In the spring, the administrator surveys to relevant stakeholders
- Aggregate data and determine whether the administrator achieved the established target
- Assign a rating, using this scale:

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

SMART GOALS (45%)

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

The administrator establishes two SMART goals on measures he/she selects. The administrator has broad discretion in selecting indicators, including, but not limited to:

- Student growth or growth on school-adopted assessments (i.e. AIMSweb, benchmark assessments).
- Students’ performance or growth on school-or classroom-developed assessments in grade levels for which there are not available state assessments.

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

- Establish student learning priorities for a given school year based on available data.
- Use available data to craft an improvement plan for the school (with teacher input).
- Choose student learning priorities that align with the school improvement plan.
- Choose measures that best assess the priorities and develop clear and measurable goals for the chosen assessments/indicators.
- Share the SMART goals with the Superintendent, informing a conversation designed to ensure that:
 - a. The SMART goals are attainable.
 - b. There is adequate data that can be collected to make a fair judgment about whether the administrator met established SMART goals.

- The administrator and the Superintendent collect interim data on the SMART goals to inform a mid-year conversation and summative data to inform summative rating.

Based on this process, the administrator receives a rating. To arrive at an overall student learning rating, the ratings for the two SMART goals can be plotted using the following matrix—use for each SMART goal.

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

LEADERSHIP PRACTICE (50%)

An assessment of an administrator’s leadership practice, through direct observation of practice and the collection of other evidence, is 40% of an administrator’s summative rating.

Leadership practice is described in the Common Core of leading: Connecticut school leadership standards, adopted by the connecticut state board of education in June 2012, which use the national interstate school leaders licensure consortium (ISLLC) standards as the foundation. These standards define effective administrative practice through six performance expectations.

Observation protocol must include at least two school site observations for the administrator. Observation protocol must include at least four site observations for administrators who are new to the school, the profession, or who have received ratings of developing or below standard. Refer to 3.3 of the Connecticut Guidelines for Educator Evaluation.

TEACHER EFFECTIVENESS (5%)

Administrator performance is directly related to teacher effectiveness. Teacher effectiveness as measured by an aggregation of teachers' SMART goals is 5% of an administrator's evaluation.

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

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

Exemplary	Proficient	Developing	Below Standard
85-100% of teachers are rated <i>effective</i> or <i>exemplary</i> on the student growth portion of their evaluation	61-84% of teachers are rated <i>effective</i> or <i>exemplary</i> on the student growth portion of their evaluation	41-60% of teachers are rated <i>effective</i> or <i>exemplary</i> on the student growth portion of their evaluation	0-40% of teachers are rated <i>effective</i> or <i>exemplary</i> on the student growth portion of their evaluation

ADMINISTRATOR EVALUATION PROCESS

This section describes the process by which the Principal and the Superintendent collect evidence about practice and results over the course of a year, culminating with a final rating and recommendation for continued improvement. The following pages explain the annual cycle that the Principal and the Superintendent will follow:

Overview

The Principal participated 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. The evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Conference, followed by continued implementation. The latter part of the process offers the Principal 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 Principal's subsequent goal setting, as the cycle continues into the subsequent year.

SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION

AUGUST	SEPTEMBER	JANUARY	MAY	JUNE
Orientation and context setting	Goal setting and plan development	Mid-year formative review	Self-assessment	Preliminary summative rating to be finalized in August

Step 1: Orientation and Context-Setting by August 30

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

5. Student learning data are available for review by the administrator.
6. Stakeholder survey data are available for review by the administrator.
7. The administrator develops a school improvement plan that includes student learning goals in collaboration with certified staff and input from the Superintendent.

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

Before a school year begins, the administrator will:

- identify two SMART goals
- identify one stakeholder feedback target

- identify the two specific areas of focus for his/her practice that will help accomplish his/her SMART goals.

The administrator will identify the two specific areas of growth in order to facilitate a professional conversation about his/her leadership practice with the Superintendent. What is critical is that the administrator can connect improvement in the practice focus areas to the growth in the SMART goals and the stakeholder feedback target, creating a logical through-line from practice to outcomes.

Next, the administrator and the Superintendent meet in September to discuss and agree on the selected outcome goals and practice focus areas.

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

The goal-setting form is to be completed by the administrator being evaluated. The focus areas, goals, activities, outcomes, and timeline will be reviewed by the administrator's evaluator prior to beginning work on the goals. The Superintendent will establish a schedule of meetings with the administrator to collect evidence and observe the administrator's work.

Step 3: Mid-Year Formative Review

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

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

The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is

also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point.

Step 4: Self-Assessment

By May 30, the administrator being evaluated completes a self-assessment on his/her practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator determines whether he/she:

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

The administrator being evaluated will also review his/her focus areas and determine if he/she considers himself/herself to be on track or not.

The administrator being evaluated submits his/her self-assessment to the Superintendent of Schools.

Step 5: Summative Review and Rating

The administrator being evaluated and the Superintendent meet by May 30 to discuss the administrator's self-assessment and all evidence collected over the course of the year. This meeting serves as an opportunity to convey strengths, growth areas, and probably rating. After the meeting, the evaluator assigns a rating, based on all available evidence.

The Superintendent 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 the administrator by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for the administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the Superintendent may recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than August 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.

Orientation and Training Programs

During the summer of 2013, the Scotland administrator being evaluated was provided a series of trainings so that he/she will understand the evaluation system, the processes, and the timelines for his/her evaluation. Special attention will be given to the Common Core of Leading Performance Expectations and the Leadership Practice Rubric, so that all administrators fully understand Performance Expectations and the requirement for being a “Proficient” administrator. Additional sessions will be provided throughout the academic year that will provide the Scotland administrator with access to resources and to connect with regional colleagues to deepen his/her understanding of the Evaluation Program.

By August 30, Scotland provided the evaluator of the administrator with training focused on the administrator evaluation system. Training will include an in-depth overview and orientation of the 4 categories that are part of the plan, the process and timeline for plan implementation, the process for arriving at a summative evaluation, and use of My Learning Plan/OASYS. One full day of training will be provided on using the Leadership Practice Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. An additional full day of training will be provided to all evaluators in conducting effective observations and providing high-quality feedback. Additional training was provided to the administrator in the use of *My Learning Plan* during the 2014-15 school year.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

- A. **Exemplary:** Exceeding indicators of performance
- B. **Effective:** Meeting indicators of performance
- C. **Developing:** Meeting some indicators of performance but not others
- D. **Below standard:** Not meeting indicators of performance

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

- Meeting expectations as an instructional leader

- Meeting expectations in at least 2 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 2 SMART goals aligned to school priorities
- Having more than 75% of teachers effective on the student growth portion of their evaluation

Supporting administrator 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 a principal in his/her first year, performance rated *developing* is expected. If, by the end of three years, performance is still *developing*, there is cause for concern.

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

Determining Summative Ratings

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

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 leader evaluation rubric and the stakeholder feedback target. As shown in the Summative Rating Form, the Superintendent records a rating for the performance expectations that generates an overall rating for leadership practice. The Stakeholder Feedback rating is combined with the Leadership Practice rating and the Superintendent uses the matrix to determine an overall Practice Rating.

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

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

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

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

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

Administrator Practice Rating					
		Exemplary	Effective	Developing	Below Standard
Administrator Outcomes Rating	Exemplary	Exemplary	Exemplary	Effective	Developing
	Effective	Exemplary	Effective	Effective	Below Standard
	Developing	Effective	Effective	Developing	Below Standard
	Below Standard				

	Below Standard	Developing	Developing	Below Standard	Below Standard
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Definition of Effectiveness and Ineffectiveness

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

If the administrator has a summative rating of Developing or Below Standard after one year of being evaluated with this plan, he/she may be placed on an individual improvement plan. **(See System for Professional Assistance and Support, or SPAS, below)**

**ADMINISTRATOR SYSTEM FOR PROFESSIONAL ASSISTANCE AND SUPPORT PLAN
(SPAS)
(INDIVIDUAL IMPROVEMENT AND REMEDIATION PLAN)**

An administrator who receives a summative evaluation rating of “Developing” or “Below Standard” will be required to work with his/her Superintendent to design an administrator performance remediation plan. The plan will be created within 30 days after the completion of the summative evaluation rating conference. The administrator performance remediation plan will identify areas of needed improvement and include supports that Scotland will provide to address the performance areas identified as needing improvement. After the development of the SPAS Administrator Performance Remediation plan, the administrator and evaluator will collaborate to determine the target completion date. An administrator must receive a summative evaluation rating of “Proficient” within a year of the development of his/her SPAS Administrator Performance Remediation Plan.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement.

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

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

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

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

An administrator rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching 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 for their peers; and, targeted professional development based on areas of need.

EDUCATION SPECIALIST EVALUATION PLAN

EDUCATION SPECIALIST EVALUATION PLAN

Overview

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

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

Goals of the Education Specialist Professional Learning and Evaluation Plan:

- improve learner outcomes through meaningful evaluation of practice of education specialists, aligned with professional learning;
- improve school-wide learning goal outcomes through effective collaboration among educators;
- improve the quality of instruction by ensuring accountability for learner outcomes and educational specialist effectiveness,

- provide professional assistance and support for education specialists when and where necessary.

Who are Education Specialists

Education Specialists include non-teaching, non-administrative education professionals who provide a variety of services to students, teachers, and parents. Specialists include counselors, nurses, library/media specialists, school psychologists, social workers, education staff developers, and others with specialized training who offer a broad range of services.

Education Specialist Position Categories at Scotland Elementary School:

- Pupil Personnel services: school nurse, school psychologist
- Instructional Support services: library/media specialists, instructional support specialists
- Related Services: occupational therapists, physical therapists, speech and language pathologists, reading specialist

Who Evaluates Education Specialists?

Scotland Elementary School Principal is responsible for Education Specialists evaluations.

Performance Standards

It is expected that education specialists and the Principal will be knowledgeable about the professional standards for each specialist they will evaluate. Those standards form the basis for goal-setting, assessment of professional practice, and alignment of professional learning opportunities with the needs of education specialists. In observations of practice, the Principal will use the domains of the Common Core of Teaching.

Links to Professional Standards Documents:

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

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

Occupational Therapists: AOTA Standards of Practice

<http://www.aota.org/about/core/36194.aspx>

Instructional Technology Specialists: NETS-T (2010)

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

Assistive Technology Specialists: RESNA Standards:

<http://www.resna.org/atStandards/standards.dot>

Physical Therapists: APTA Code of Ethics (2012)

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/Cod eofEthics.pdf

APTA SIG: Pediatric Site: References for School-Based Practice of Physical Therapy:

http://www.pediatricapta.org/pdfs/References%20for%20SB%20SIG1_23.pdf

Professional Development Coordinator, Education Staff Developers: Learning Forward, Standards for Professional Learning (2012):

<http://www.learningforward.org/bookstore/standards-for-professional-learning>

EDUCATION SPECIALIST EVALUATION PROCESS

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

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

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

1. Orientation – by September 15:

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

- a. Common Core of Teaching
- b. District priorities that should be reflected in specialists' performance and practice goals.
- c. SMART goals related to learner outcomes.
- d. Data regarding whole-school indicators of student learning (for specialists assigned to schools) or data related to Results-Based Accountability questions (for specialists responsible for providing agency services to a range of customers), .
- e. Self-assessment processes and purposes.
- f. Data collection, including types of data and processes for collection and analysis.
- g. Access to the online evaluation system (My Learning Plan-OASYS).

2. Goal-setting Conference (by October 15)

Education Specialist Reflection – In advance of the Goal Setting Conference, the education specialist will examine data related to current students' needs and performance data (including, but not limited to: data from various criterion- and norm-referenced assessments, IEPs, etc.), prior year evaluations and survey results, previous and professional learning goals, and the professional standards for their area of practice and Connecticut's Common Core of Teaching. The educational specialists will draft the following goals, specific to their assignments:

- a. **Two SMART goals** to address student outcome and achievement objectives for those specialists with student caseloads, which will comprise 45% of the education specialist summative evaluation;
- b. **One professional practice goal**, based on data from education specialist reflection and evaluator observations, which will comprise 40% of their evaluation;
- c. **One goal for improving outcomes based on data from parent feedback**, determined by the school administrator, from which specialists will indicate their strategies for achieving this school-wide goal, which will comprise 10% of their evaluation; and
- d. **One goal based on whole school indicators of student learning** for the school year, which will comprise 5% of their evaluation. The education specialist may collaborate with other educators or teams to support the goal-setting process.

Goal-setting conference – No later than October 15 of the school year, the Principal and education specialist will meet to discuss the specialist’s proposed goals in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the specialist **and** evaluator about the specialist’s practice. The Principal collects the evidence about specialist practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

In year one of the implementation of the new evaluation program, education specialists will be encouraged to set one year goals related to professional learning and practice. At the end of year one, specialists may choose to set multi-year goals.

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

Education Specialist	Evaluator
<ul style="list-style-type: none"> • Specialist Products or Artifacts • Data on Learning or Achievement of Learners • Lesson, intervention, treatment, or customer action plans and records • Artifacts from work of Learners • Client Communication Logs • Data Team Minutes • Journals/notes documenting reflections on practice • Schedule of meetings/conferences • Survey Data • RBA question responses, with data 	<ul style="list-style-type: none"> • Standardized and Non-Standardized Data (based on the education specialist’s role and caseload) • School- , District- or Agency-Level Data • Observation data based on <i>CCT Performance and Practice Continuum</i> and professional standards documents

3. Observations of practice (see teacher observation schedule)

The Principal will observe education specialists’ practice in formal and informal in-class observations or non-classroom reviews of practice throughout the school year, with the frequency schedule based on the year of implementation of the plan or the specialist’s previous year’s summative evaluation rating, where available.

4. Evidence collection and review (throughout school year)

The education specialist collects evidence about his/her practice and outcomes related to the SMART goals that is relevant to the agreed-upon professional goals. The

Principal also collects evidence about specialist practice for discussion in the interim conference and summative review.

5. Interim Conference/Mid-year Check-Ins (by February 15)

The Principal and specialist will hold at least one mid-year conference. The conference should focus on processes and progress toward meeting the goals established in the goal-setting conference. Both the specialist and the Principal will bring evidence about practice, learning and/or outcomes data to be reviewed at this conference. During this conference, the specialist and Principal will discuss the cause and effect relationship of practice to outcomes data, e.g. – how practice positively impacted student achievement. The conference will allow both the specialist and Principal to make explicit connections between the practice and practice component and the SMART goal component of the evaluation program. If necessary, specialists and the Principal may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the specialist can take and support the Principal can provide to promote the specialist’s growth in his/her development areas.

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

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

COMPONENTS OF EDUCATION SPECIALISTS EVALUATION*

*Components Of education specialists’ evaluation will reflect the instructions for corresponding categories in the Teacher Evaluation Plan.

References and Resources

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