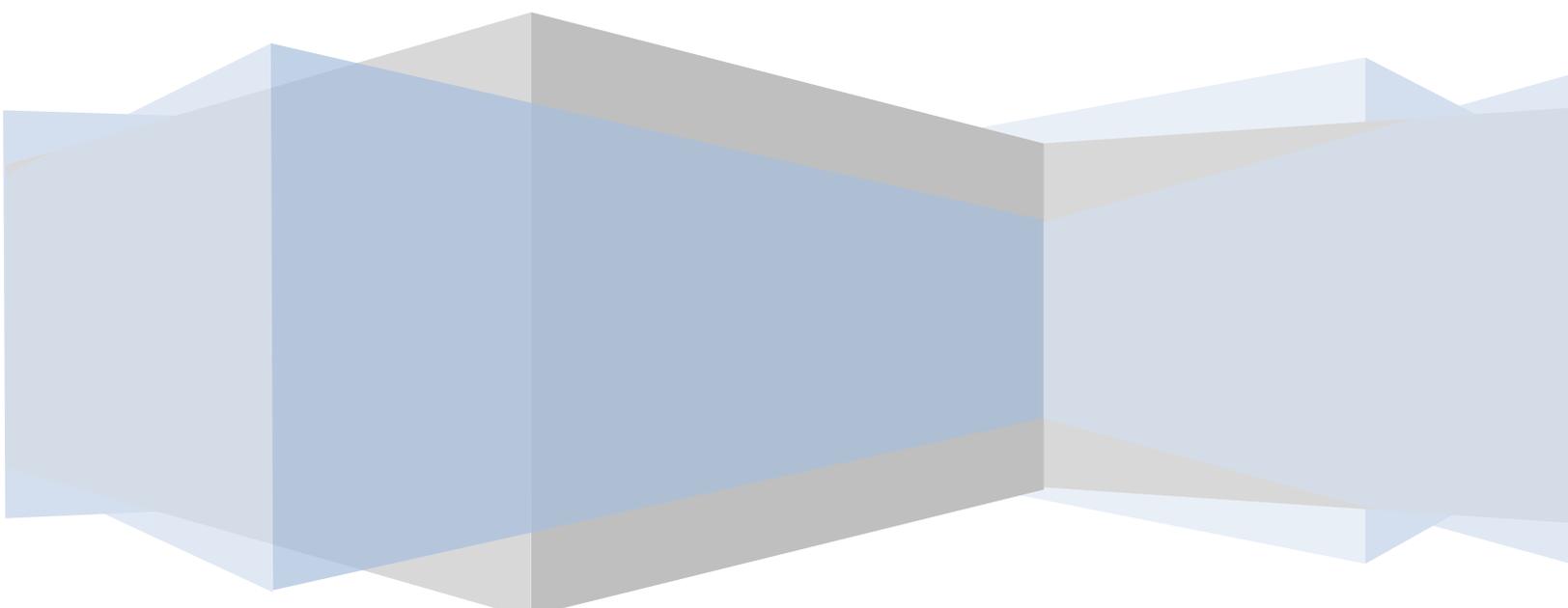


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**Union School District  
PROFESSIONAL  
LEARNING  
AND  
EVALUATION PLAN**

**June 2015**



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**MISSION**

**The Union School District encourages and promotes innovation, creativity and personalized learning for all staff and students so they can be successful and productive citizens in the 21<sup>st</sup> Century Global Economy**

## OVERVIEW

### ***CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING***

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

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

#### ***We believe that:***

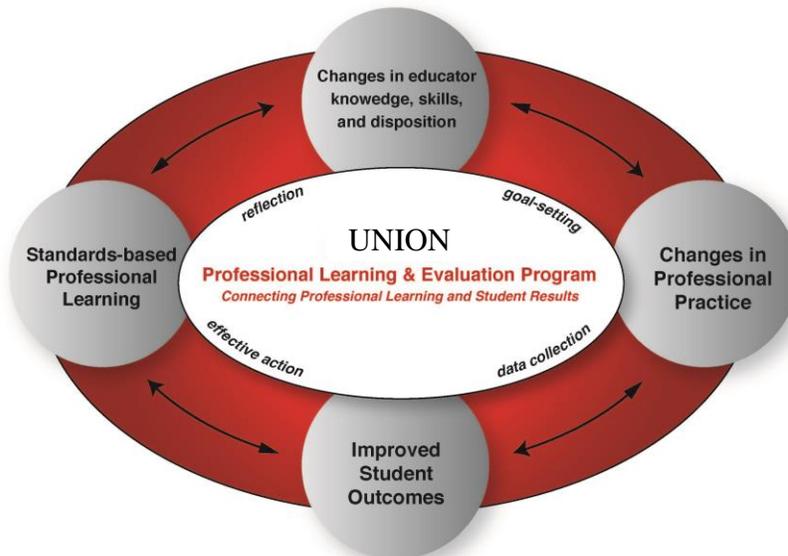
- An effective teaching and learning system must reflect and be grounded in the vision and core values of the district and its schools.
- An effective teaching and learning system creates coherence among the functions of supervision and evaluation of professional practice, professional learning and support,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

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

*This plan was developed and reviewed by Union's Professional Learning and Evaluation Committee, comprised of representative teachers, and administrators.*

### ***PHILOSOPHY OF PROFESSIONAL EVALUATION***

The purpose of educator evaluation is to improve student learning through effective instruction and support for student and educator learning. A variety of factors support the improvement of learning and instruction. The Union School District's Professional Learning and Evaluation Program addresses all of 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* for teacher evaluation, the *Common Core of Leading-Connecticut's Leadership Standards (2012)* for administrator evaluation, and the national standards for the evaluation of educators in pupil services, as well as what current research tells us about the relationship between teaching and learning.



The Professional Learning Program supports the development of educators at all stages of their careers, as it weaves together professional standards with

expectations for student learning, and ongoing evaluation with access to professional learning and support. The Program's teacher observation and evaluation instrument, the CCT Rubric for Effective Teaching 2014 is designed to align with the processes and professional performance profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) program, which provides differentiated professional learning for all beginning teachers. Such alignment promotes the establishment of common, consistent vocabulary and understandings about teacher practice at all levels, among administrators and teachers, throughout the district.

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

***UNION SCHOOL DISTRICT PROFESSIONAL LEARNING AND EVALUATION  
PROGRAM GOALS***

**Professionalize the Profession**

- Document and share educators' best practices that result in meaningful advancement of student learning.
- Enhance expert knowledge and collective efficacy in the field.
- Recognize and reward excellence in teaching, administration, and exemplary contributions to the Union School District
- Ensure that only high-quality professionals are selected for tenure in the Union School District
- Provide a process for validating personnel decisions, including recommendations for continued employment of staff.

**Improve the quality and focus of observation and evaluation**

- Establish collaborative examinations of instructional practice among administrators and teachers to develop shared understanding of the strengths and challenges within our schools and programs to improve student learning.
- Define and clarify criteria for evaluation and measurement of student learning, using research-based models for evaluation.

- Establish multiple measures to assess professional practice, such as: teacher portfolios; teacher-designed objectives, benchmarks, and assessments of student learning; teacher contributions to school/district level research on student learning and professional resources; mentoring and peer assistance; achievement of learning objectives for student growth, as measured by appropriate standardized assessments, where applicable, or other national or locally-developed curriculum benchmarks and expectations for student learning.
1. Improve quantity and quality of feedback to those evaluated.
  2. Align evaluation findings with professional learning program and support systems.

**Support organizational improvement through the Professional Learning and Evaluation Program.**

- 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.
- Create formal and informal opportunities for educators to share professional learning with colleagues.

***ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING AND EVALUATION***

**Definition of Teacher and Evaluator**

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

**Superintendent's Role in the Evaluation Process**

- Allocate and provide funds or resources to implement the plan.
- Will be responsible for ensuring that the Professional Development and Evaluation Committee receives information regarding school and program improvement and individual professional growth goals for use in planning staff development programs.

### **Responsibility for Evaluations**

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

#### ***Administrators***

- Teachers

### **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:

- CCT Rubric for Effective Teaching 2014
- The review and understanding of Connecticut's Common Core of Leading (CCL) and the Leadership Practice Rubric.
- The review and familiarity with applicable Connecticut and National curriculum standards.
- Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learnings about professional practice.

#### **Evaluator Roles**

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

#### **Evaluatee Roles**

- Reflection on previous feedback from evaluations.
- Engagement in inquiry-based professional learning opportunities.
- Participation in collaborative conferences with evaluator.
- Development, implementation, and self-assessment of goals, student learning indicators, learning activities, and outcomes.
- Request clarification of questions or assistance with identification of professional resources and/or peer assistance

## ***IMPLEMENTATION OF PROFESSIONAL LEARNING AND EVALUATION PROGRAM***

### **Professional Learning and Orientation of Teachers and Administrators**

On the professional development days that take place before the commencement of **each** school year, the district will provide a school-wide orientation to all educators and updated training sessions (through in-service sessions and/or individual conferences). These sessions will explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and distribute documents online and in hard copy that will be used by all staff members, including part-time teachers and new teachers.

### **New Educator Support and Induction**

The Union School District will offer support to staff members new to the district or building. A variety of general topics will be addressed, including:

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

In addition, periodic meetings with school personnel will focus on domains of the Common Core of Teaching, Common Core of Leading, Common Core Standards in English and Language Arts, Mathematics, and the Content Areas, discipline policies, stakeholder communication, effective collaboration, classroom interventions, special education, evaluation and professional responsibilities.

### **Evaluator Orientation and Support**

Understanding of Union's Professional Learning and Evaluation Program's features, Connecticut's Common Core of Teaching (CCT), Common Core of Leading (CCL), Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with initial training in evaluation and the use of Union's evaluation plan, followed by on-going professional learning and support in the use and application of Union's Evaluation Program. Evaluators will review Program

elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. Plans for staff professional learning will be coordinated annually by the Professional Development and Evaluation Committee (PDEC).

### **Resources for Program Implementation**

Funds to provide materials, as well as time for Professional Learning options and collaboration necessary to support the successful achievement of the teachers' goals, objectives and implementation of the Evaluation Program, will be allocated annually and determined on a program by program basis.

### ***DISPUTE RESOLUTION***

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

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

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

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

### **Procedures**

**NOTE:** The evaluatee shall have Collective Bargaining representation at all levels of the process per statute.

1. Within three (3) school days of articulating the dispute in writing, the evaluatee will meet during school hours with the evaluator to discuss the matter with the object of resolving the matter informally.

## PROFESSIONAL LEARNING AND EVALUATION PLAN

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2. If there has been no resolution within ten (10) school days, an administrative representative, a teacher representative and a mutually agreed upon third party will meet during school hours to gather information.
3. Should the process established not result in resolution after 10 school days of a given issue, the determination regarding that issue will be made by the Superintendent after careful review of all parties' efforts.
4. The dispute resolution process shall be initiated at any time by the evaluator or the teacher.

**EDUCATOR EVALUATION PLANS  
TEACHER EVALUATION PLAN**

***OVERVIEW***

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

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

**Standards and Indicators of Teaching Practice**

The expectations for teacher practice in Union’s Professional Learning and Evaluation Program are defined using the four domains and their indicators of the Common Core of Teaching (CCT), CCT Rubric for Effective Teaching 2014, the tool used for observing and assessing teacher practice in the domains, articulates components of teaching, and establishes designations of levels of practice, including: *Below Standard; Developing; Proficient; Exemplary.*

**Core Requirements of the Evaluation Program**

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

program for teacher evaluation, through which the Core Requirements of the Guidelines shall be met.

### **PROCESS AND TIMELINE OF TEACHER EVALUATION**

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

#### **1. Orientation:**

- To begin the annual evaluation process, on the first or second professional development day, prior to the school year the evaluator will meet with certified staff as a whole, to discuss the evaluation process and their roles and responsibilities. In this meeting, they will review and discuss the following:
  1. Administrator, school, and district priorities that should be reflected in teacher performance and practice focus areas.
  2. SMART goals related to student learning and achievement.
  3. Data regarding whole-school indicators of student learning.
  4. Self-assessment processes and purposes.
  5. Data collection, including types of data and processes for collection and analysis.
- 6. Following this review, the teachers and evaluator will participate in a minimum of 6-8 hours of training, by a third party, pertaining to the CCT rubric and its use in teacher evaluation. After the first year of implementation of this plan, this level of training will be provided to all new staff members; returning staff members will participate in other professional development as planned by the PDEC.

#### **2. Goal-setting Conference – by October 31:**

- *Teacher Reflection*—In advance of the Goal Setting Conference, the teacher will examine data related to current students' performance (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to teacher's content area, etc.), the prior year's evaluation, and survey results, previous professional learning focus area, and the CCT Rubric for Effective Teaching 2014. The teacher will draft the following goals:
  - a) **One SMART Goal to be used in the evaluation process to address student growth and development, which will comprise 45%**

of a teacher’s summative evaluation; The SMART goal should include at least two indicators of academic growth and development. The descriptors (Exemplary, Proficient, Developing, and Below Standard ) of performance levels will be established prior to the goal-setting conference and be mutually agreed upon by the teacher and evaluator to ensure a clear understanding of rating levels. Each indicator will be worth 22.5% of the 45% rating.

b) **One performance and practice focus area**, based on student performance data, whole-school climate or learning data, teacher reflection and previous year’s evaluator observations and review of the CCT Rubric for Effective Teaching 2014.

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

- *Goal-setting conference* – No later than October 31 of the school year, the evaluator and teacher will meet to discuss the teacher’s proposed goals in order to arrive at mutual agreement about them. The teacher and evaluator must mutually agree on descriptors for levels of performance (Exemplary, Proficient, Developing, Below Standard) pertinent to student goals. The goals for the year must be informed by data and evidence collected by the teacher **and** evaluator. The teacher will collect data pertaining to his/her proposed student growth goals that support school goals. This data will be used by the teacher and evaluator to mutually agree on all goals written by the teacher.

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

<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Formative Assessment Data</li> <li>• Summative Assessment Data</li> <li>• Student Work</li> <li>• Parent Communication Logs</li> <li>• Data Team Minutes</li> <li>• Survey Data</li> </ul>	<ul style="list-style-type: none"> <li>• Class List</li> <li>• Standardized and Non-Standardized Data (based on the teacher’s class)</li> <li>• School-Level Data</li> <li>• CCT Rubric</li> </ul>
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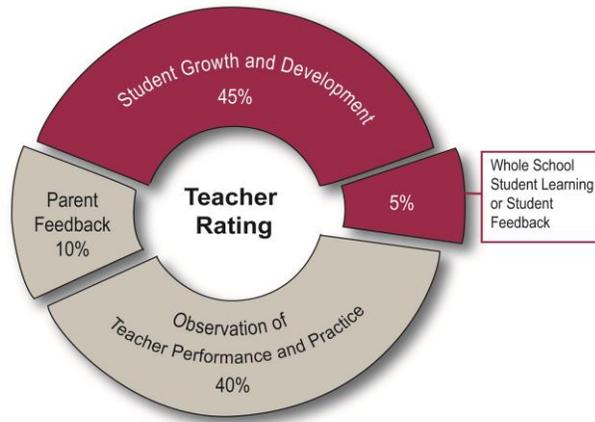
- **Observations of practice**  
Evaluators will observe teacher practice using a combination of formal and informal in-class observations and non-classroom reviews of practice throughout the school year, with frequency based on the year of implementation of the plan and the teacher's summative evaluation rating (see Observation Schedule on p. 30)
  
- **Evidence collection and review (throughout school year):**  
The teacher collects evidence about his/her practice and student learning that is relevant to the mutually agreed-upon professional goals. The evaluator also collects evidence about teacher practice for discussion in the interim conference and summative review.
  
- **Mid-year formative conference (between January 15 and February 15):**
  - a. The evaluator and teacher will hold at least one mid-year formative conference near the mid-point of the evaluation cycle. The discussion should focus on processes and progress toward meeting the goals and developing one's practice. Both the teacher and the evaluator will bring evidence about practice and student learning data to review. The teacher and evaluator will discuss the cause and effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning. During the conference, both the teacher and evaluator will make explicit connections between the 40% and the 45% components of the evaluation program. If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.
  
- 2. End-of-year summative review (process takes place between May 4 and June 1):**

- a. *Teacher self-assessment* – (due to the evaluator 5 working days prior to the end-of-year conference). The teacher reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing the CCT Rubric for Effective Teaching 2014 and established in the goal-setting conference.
- b. *The self-assessment* should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year’s outcomes.
- c. *End-of-year conference* - The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will review evidence that supports 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 and self-assessment.
- d. *Summative Rating*—The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix.

**(See pages 33-36 for explanation of summative ratings and matrix)**

**COMPONENTS OF TEACHER EVALUATION AND RATING**

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



### **CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)**

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

#### **Each SMART goal will:**

1. Take into account the academic record and social, emotional, and behavioral needs and strengths of the students that teacher is teaching that year/semester.
2. Address the most important purposes of a teacher’s assignment through self-reflection.
3. Align with school, district, and state student achievement objectives. *SMART goals for all personnel must demonstrate alignment with school-wide student growth priorities.*
4. Take into account students’ learning needs (relevant baseline data).
  - a. For those teaching tested grades and subjects, SMART goals will be developed based on an analysis of results of student achievement on standardized assessments where available and appropriate.
  - b. For those teaching in non-tested grades and subjects and where no standardized assessment is available or appropriate, SMART goals will be developed using non-standardized measures. Sources for the

development of SMART goals based on non-standardized measures may include:

- i. Benchmark assessments of student achievement of school-wide expectations for student learning, measured by analytic rubrics.
  - ii. Other curricular benchmark assessments.
  - iii. Student portfolios of examples of work in content areas, collected over time and reviewed annually.
5. Be aligned to state and national curriculum standards/frameworks.
  6. Be mutually agreed upon by teacher and their evaluator.
  7. Be fair, valid, reliable and useful to the greatest extent possible.

**Selection of indicators:**

- Teachers will select a minimum of two (2) indicators for the goal written. For 2014-2015 school year, the use of standardized assessments will not be required for evaluation purposes. However, the teacher and evaluator may mutually agree that one type of standardized assessment, if available and appropriate, will be used as an indicator of student growth. Each indicator will be worth 22.5%.
- There shall be no use of a single, isolated standardized test score. If a standardized assessment is used there must be a pre-assessment to gather baseline data, a minimum of two interim assessments given during the year and a final assessment given at the end of the year. All of these assessments must align and all assessment results must be used collectively to show growth over time.
- All teachers must use a minimum of one non-standardized indicator. If no standardized assessments are available teachers will select a minimum of two non-standardized indicators. The use of all indicators must be mutually agreed upon between the teacher and evaluator. All indicators must be valid, reliable, fair and useful.

***Prior to the use of any new assessment the teacher has not used previously, teachers will receive training in how to administer the assessment, analyze and interpret the results and use such results to plan instruction if these assessments will be used in SMART goal creation.***

### ***Goal Setting***

Union teachers' SMART goals address the learning needs of their students and are aligned to the teacher's assignment. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Teachers will write one SMART goal that will address targeted areas for student growth and/or achievement.

Each indicator will show growth over time as evidenced by both qualitative and quantitative indicators as mutually agreed upon. Evidence will be collected for a proportion of the teacher's entire population, as mutually agreed upon. This will be a diverse sample of that population.

Once SMART goals are mutually agreed upon, teachers monitor students' progress toward reaching student learning SMART goals.

Teachers may monitor and document student progress through:

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

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

### **Mid-Year Formative Conference (To be completed during January 15-February 15)**

At the Mid-Year Formative Conference, evaluators and teachers will review progress toward the SMART goals using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches teachers use. Teachers and evaluators may mutually agree to mid-year adjustments to SMART goals for the purpose of accommodating significant changes in student population or teaching assignment. This timeline may be adjusted by mutual agreement by PDEC if extenuating circumstances arise.

**End-of-year review of goals and outcomes:**

***End-of-Year Conference*** – The following dates are deadlines to submit the following:

**May 4, 2015:** Teacher and evaluator must have a date for the end-of-year conference.

**May 18, 2015:** Teacher must provide copies of data before this date.

The teacher shall bring evidence collected throughout the year that shows student progress toward meeting goals. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning goals/objectives. Following the conference, the evaluator will determine student progress toward meeting the student learning goals/objectives based on the following rating system: Student progress will be described as having: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Not Meeting (1 point). Ratings for the Student Outcomes will be based on the descriptors (Exemplary, Proficient, Developing, Below Standard) and criteria mutually agreed upon by the teacher and evaluator from the goal-setting conference, unless changed during the mid-year conference.

**May 19-June 1:** End of year conferences

**June 6, 2015:** The final evaluation report must be given to the teacher.

To arrive at a rating for the SMART goal, the evaluator will holistically review the evidence collected that pertains to the indicators. Ratings for the Student Outcomes will be based on the descriptors (Exemplary, Proficient, Developing, Below Standard) and criteria mutually agreed upon by the teacher and evaluator from the goal-setting conference, unless changed during the mid-year conference.

***Professional Learning for Teachers and Evaluators***

Specific professional learning will be provided to develop evaluators' and teachers' data literacy and creation of one SMART goal by which teachers will be evaluated. The professional learning will support and/or enhance the abilities and skills of each teacher to communicate their goals for student learning outcomes and achievement and may be provided on a group or individual basis.

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**CATEGORY 2: TEACHER PERFORMANCE AND PRACTICE (40%)**

Forty percent (40%) of a teacher's evaluation will be based on observation and evidence of teacher practice and performance, using the CCT Rubric for Effective Teaching 2014.

***Teacher Focus Area Setting for Performance and Practice***

In preparation for instructional planning and Goal-Setting Conferences with evaluators, teachers will analyze their student data and use the CCT Rubric for Effective Teaching 2014 to reflect on their own practices and their impact on student performance. Based on that reflection, teachers will develop a performance and practice-focus area to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. Teacher practice focus areas will not be evaluated, but should result in improvements in teacher knowledge and skills, which will be evidenced in observations of teacher performance and practice.

***Data Gathering Process***

Union evaluators will use the CCT Rubric to guide data collection from three sources: teacher conferences, classroom observations and reviews of practice, using artifacts and evidence from each to holistically determine teacher evaluation ratings.

Evidence does not have to be gathered pertaining to every indicator in each domain for teachers rated proficient and exemplary; teacher and evaluator will mutually agree on the number of pieces of evidence during the goal setting conference, not to exceed six (6). Indicators mutually agreed upon between the teacher and evaluator will support the teacher's work in helping students meet the student learning goals. Over the course of the school year, evaluators will gather evidence for Indicators and Domains of the CCT Rubric which will allow teachers to demonstrate: the context for their work; their ability to improve student learning and performance; their ability to engage in reflective practice to improve their own knowledge and skills; how they exercise leadership skills within their classrooms, schools and district.

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice.

Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our school, 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 that will develop their skills in effective observation providing meaningful, useful feedback, and engaging in productive professional conversations with teachers.

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

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

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

***OBSERVATION SCHEDULE FOR EVALUATION PURPOSES***

<b>PERFORMANCE DESIGNATION</b>	<b>NUMBER OF OBSERVATIONS</b>	<b>CONFERENCING AND FEEDBACK</b>
<b><i>PROGRAM IMPLEMENTATION</i></b>		
<b>1<sup>st</sup> and 2nd Year Teachers and new employees not tenured in previous district.</b>	1st Formal by November 15th 2nd Formal by February 15th	All must have pre-conferences, all must have post-conferences.
<b>New Employee tenured in another district.</b>	At least one in-class informal unannounced observation	Feedback will be verbal and/ or written.
	At least one review of practice, on a mutually agreed upon area of practice	
<b>Teachers with 2 or More years and designated as Proficient or Exemplary.</b>	One in-class, announced, formal observation every three years. In all other years, between three to five in-class informal unannounced observations for evaluation purposes. Written feedback will be given in a timely manner.	Formal In-class observations must have pre and post-conferences.
	One to three reviews of practice, on a mutually agreed upon area of practice	Feedback for review of practice will be written.
<b>Teachers that are Developing or Below Standard.</b>	At least 3 formal, in-class observations	All must have pre-conferences, all must have post-conferences.
	At least one in-class informal unannounced observation	
	At least one review of practice, on a mutually agreed upon area of practice	Feedback will be verbal and/ or written.

*\*Evaluator walk-throughs may take place at any time. They shall not be used for evaluation purposes, but might include follow-up conversation between the teacher and evaluator.*

Formal observations will last between 30-45 minutes unless the evaluator and teacher mutually agree upon a different time frame.

Informal observations will last 10-20 minutes.

The pre-observation conference must take place within three days prior to the formal observation and may be verbal or written, using a specified form. This time frame may change based on extenuating circumstances.

The post-observation conference must take place within three days after the formal observation during the post conference; the discussion will focus, in part, on how the evidence gathered aligns with the descriptors of performance used in the CCT indicators. Feedback will be given to the teacher in verbal or written form, as mutually agreed upon.

***Evaluation Ratings for Performance and Practice***

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for Domains 1-4, evaluators will use the CCT Rubric for Effective Teaching 2014 to initially assign ratings of Below Standard, Developing, Proficient or Exemplary. Ratings for each domain will be determined by examining evidence from the domain indicators collectively and holistically. Then the ratings for the 4 domains will be reviewed based on the chart below, with each domain carrying the same weight. This will determine the overall teacher performance rating.–Ratings for each domain will be scored holistically, not at the indicator level.

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

**EVALUATOR PROFESSIONAL LEARNING AND PROFICIENCY**

The domains and indicators of the CCT Rubric for Effective Teaching 2014 guide formal observations of classroom practice. Evaluators participate in extensive professional learning and are required to be proficient in the use of the CCT Rubric for Effective Teaching 2014 for educator evaluation. Professional learning is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the CCT Rubric for Effective Teaching 2014 in observations and evaluation. Formal observations include pre- and post-conferences that provide opportunities for deep professional conversations that allow evaluators and teachers to set goals, allow administrators to gain insight into the teacher’s progress in addressing issues and working toward their goals, and share evidence each has gathered during the year.

All evaluators will be required to participate in initial training and successfully complete proficiency and calibration activities as needed.

- Practice to be completed independently or as a collaborative learning activity at the school or district level
- Activities requiring evaluators to demonstrate their ability to: recognize bias; identify evidence from classroom observations, conferences and non-classroom reviews of practice that is appropriate to specific CCT Rubric for Effective Teaching 2014 Indicators and Domains; gather and analyze a comprehensive set of data to assign appropriate ratings at the Domain level.

*All evaluators new to Union will be required to participate in the professional learning, proficiency and support sessions.*

All Union evaluators will be required to demonstrate proficiency in the use of the CCT Rubric for educator evaluation. Any evaluator who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed and will be required to successfully complete online proficiency activities. Evaluators will be required to calibrate their ability to appropriately apply the CCT Rubric for Effective Teaching 2014 Rubric by participating in district update/calibration sessions.

### **CATEGORY 3 PEER FEEDBACK (10%)**

Ten percent (10%) of a teacher's evaluation shall be based on peer feedback. Peer feedback can include, but is not limited to, problems of practice discussed during data meetings, collaboration with other teachers about students and/or practice or peer meetings in which teachers share problems of practice and provide feedback to one another.

Teacher ratings will be determined using 4 levels of performance. Ratings will be based on evidence of the teacher's level of participation:

Exemplary – took a leadership role at any point in time

Proficient – volunteered and actively participated

Developing – participated when asked

Below Standard – did not participate at all, or strongly resisted participating.

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

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

The Union School District will define and communicate a Whole School Learning Indicator that is based on the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating. (Administrator's 45%) Certified staff will be asked to identify strategies that 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 indicator.

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

#### **SUMMATIVE TEACHER EVALUATION RATING:**

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

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

"Performance" is defined as "progress as defined by specified indicators that are mutually agreed upon."

**Exemplary** ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for teachers district-wide or even statewide. **Proficient** ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

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

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

**Determining Summative Ratings**

In the Union Public Schools Professional Learning and Evaluation Plan, teachers' summative evaluation ratings will be determined as follows:

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<b>Teacher Practice Rating</b>					
		<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
<b>Teacher Outcomes Rating</b>	<b>Exemplary</b>	<b>Exemplary</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>
	<b>Proficient</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Proficient</b>	<b>Developing</b>
	<b>Developing</b>	<b>Proficient</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
	<b>Below Standard</b>	<b>Developing</b>	<b>Developing</b>	<b>Below Standard</b>	<b>Below Standard</b>

The rating descriptor that most closely aligns with the preponderance / substance of the evidence will be the final rating. Questions such as the following are asked and answered (not an exhaustive list):

1. What types of behaviors align with the descriptors of performance on the rubrics used?
2. How consistently were these types of behaviors shown? Are there some types of behaviors that are exhibited more or less frequently than others? What changes in the teacher's behavior indicate a consistency in practice from previous observations, or a growth in practice, or a regression in practice?
3. Within a general type of behavior (e.g., a teacher initiating a lesson and connecting it to the previous lesson), are there differences in the ways the behavior is shown (e.g., teacher posts the objective on the board before class;

- teacher orally tells the students what they'll be doing in the lesson, and how it stems from what they did in the previous lesson; teacher holds a brief Q & A session with the students about the previous lesson and asks them to predict what the next step is)? If so, what does this tell me?
4. How is the evidence connected? Do pieces of evidence and behaviors shown support each other? Are there extreme 'outliers'? If so, how frequently do those occur as compared to other behaviors exhibited?
  5. What changes in student performance indicate growth?
  6. Is some evidence more significant than other evidence? What makes it so?

In cases where the teacher's final evaluation rating is in question, there are 3 primary questions that will be discussed by the teacher and evaluator before the evaluator will make a final evaluation rating:

1. Which behavioral descriptions on the rubrics are most pertinent to the teacher's assignment?
2. Are there other mitigating factors that should be considered, that haven't been considered so far?
3. With these two questions in mind, what level of performance in making progress toward meeting goals does the preponderance of evidence, taken collectively, point to?

The evaluator will use the Final Evaluation Report form to complete the year-end report. It will be signed by both the evaluator and teacher, and entered into the teacher's evaluation file.

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

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

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

(b) In order to determine summative rating designations for each teacher, districts shall:

1. Rate teacher performance in each of four categories – indicators of student academic growth and development; observations of teacher performance and practice; parent or peer feedback, which may include surveys; and whole-school student learning indicators or student feedback, which may include surveys.
2. Combine the indicators of student growth and development rating and whole-school student learning indicators or student feedback rating into a single rating, taking into account their relative weights; this will represent an overall "outcomes rating" of Exemplary, Proficient, Developing, or Below Standard.

3. Combine the observations of teacher performance and practice rating and the peer or parent feedback rating into a single rating, taking into account their relative weights; this will represent an overall “practice rating” of Exemplary, Proficient, Developing, or Below Standard.

4. Combine the outcomes rating and practice rating into a final rating. In undertaking this step, the district must assign a summative rating category of Exemplary, Proficient, Developing, or Below Standard.

### **PRIMARY EVALUATORS**

The primary evaluator for most teachers will be the school principal who will be responsible for the overall evaluation process, including assigning summative ratings.

### **DEFINITION OF TEACHER EFFECTIVENESS AND INEFFECTIVENESS**

Teacher effectiveness will be based upon a pattern of summative teacher ratings collected over time. In order to be deemed effective, teachers will need to have a summative rating of Proficient or Exemplary. Teachers are required to be effective within two years of being evaluated using this plan.

Any teacher having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan. PASS is a 3 tiered approach to teacher support. **(See description of PASS, PASS Improvement and Remediation Plan, and PASS Intensive Remediation Plan that follows.)**

### **TEACHER PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS)**

Teachers who receive a final summative rating of developing or below standard will be provided with an individual teacher improvement and remediation plan. This plan will be developed collaboratively by the teacher, his/her exclusive bargaining unit representative and evaluator.

The plan will:

- A. Identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies,

- B. Indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and
- C. Include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Teachers who receive a summative evaluation rating of Developing or Below Standard will be notified in writing at a conference.

Teachers will collaborate with their evaluator (or designee) in the development of a PASS plan. The Teacher shall involve their local association president (or designee). The plan will be created prior to the conclusion of the next school year. The PASS process will identify areas of improvement needed and will include supports that Union will provide to address the performance areas identified as in need of improvement. A teacher's successful completion of participation in PASS is determined by a summative final rating of Proficient or Exemplary at the conclusion of the school year.

The plan must include the following components:

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

9. Determination of Proficiency: Assessment of proficiency rating at the end of the action plan.

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

### **PASS Improvement and Remediation Plan (60 Days)**

The PASS Remediation Plan is a further step in the attempt to provide a teacher with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. Due to the limited size and feasibility for teachers to collaborate, obtaining an in-district teacher to support the developing teacher in PASS may not be feasible. An outside teacher from Eastconn or a retired teacher who has proven to be proficient or exemplary shall be called upon for support. Based on a determination by the appropriate administrator, the administrator and/or evaluator will help the teacher outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The evaluator will provide consistent supervision and monitoring as outlined in the plan. At the end of the intervention period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is *Proficient* or better, the evaluator will designate placement of that teacher to a normal plan phase. If the teacher demonstrates he/she is no proficient, the evaluator will the option of either moving the Teacher into an Intensive Intervention Plan (30 School days) or recommend termination of employment to the Superintendent/Board of Education. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

### **PASS Intensive Remediation Plan (30 Days)**

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan if necessary, and based on the judgment of the administrator, to provide the supports necessary to meet the requirements of

the position. The teacher, evaluator, and/or another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The teacher may choose to include their bargaining representative. The evaluator and/or the teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the evaluator determines to be appropriate, but will normally conclude after 60 school days. Weekly observations followed by feedback will be provided during this phase.

At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the teacher demonstrates that he/she is *Proficient* or better, the evaluator will designate placement of that teacher on the normal plan phase. If the teacher’s performance is below *Proficient*, the administrator will recommend termination of that teacher’s employment to the superintendent.

***Timeframe for Improvement in PASS***

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

**EVALUATION-BASED PROFESSIONAL LEARNING**

The Union School District 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.

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

**TENETS OF THE UNION 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]*
- Our district'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**

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

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

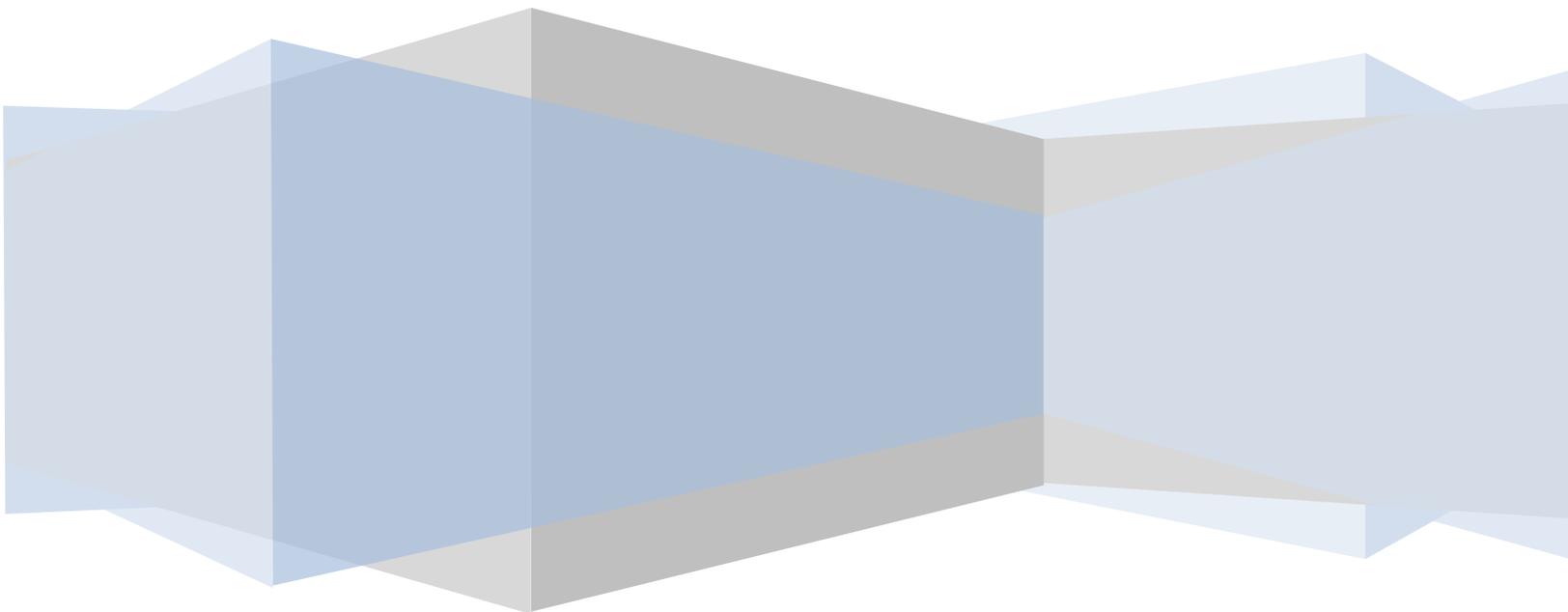
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**Union School District**  
**PROFESSIONAL**  
**LEARNING**  
**AND**  
**EVALUATION PLAN**  
**Administrator Section**  
**June 2015**



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# **MISSION**

**The Union School District encourages and promotes innovation, creativity and personalized learning for all staff and students so they can be successful and productive citizens in the 21<sup>st</sup> Century Global Economy.**

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## ADMINISTRATOR EVALUATION PLAN

### ***OVERVIEW***

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

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

## COMPONENTS OF THE ADMINISTRATOR EVALUATION PLAN

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

### **CATEGORY #1: LEADERSHIP PRACTICE (40%)**

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

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

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

These weightings will be consistent for all principals.

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

The four performance levels are:

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.
- **Proficient:** The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific

indicator language is highlighted in **bold** at the Proficient level.

- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

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

**Assigning ratings for each Performance Expectation:** Performance indicators provide examples of observable, tangible behavior that indicate the degree to which administrators are meeting each Performance Expectation. Evaluators and administrators will review performance and complete evaluation at the Performance Expectation level, NOT at the Element level. Performance expectations will be scored holistically. Additionally, it is important to document an administrator's performance on each Performance Expectation with evidence generated from multiple performance indicators, but not necessarily all performance indicators. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

### **Leadership Practice Summative Rating**

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

**Evaluators of principals must conduct at least two school site observations for any principal and will conduct at least four school site observations for principals who are new to their district, school, the profession, or who have received ratings of *developing* or *below standard*.**

1. The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.

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## PROFESSIONAL LEARNING AND EVALUATION PROGRAM

2. The administrator being evaluated reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
3. By June 30, the evaluator and the administrator being evaluated meet to discuss all evidence collected. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, proficient, developing, or below standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the Leadership Practice Matrix and generates a summary report of the evaluation by June 30. (Supported by the "Summative Rating Form," see Appendix V)

### **Orientation and Training Programs**

During each year, Union will provide session(s) for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timelines for their evaluation. Special attention will be given to the Common Core of Leading Performance Expectations and the Leadership Practice Rubric, so that all administrators fully understand Performance Expectations and the requirement for being a "Proficient" administrator. Additional sessions will be provided throughout the academic year that will provide Union administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Program.

Union will provide all evaluators of administrators with training focused on the administrator evaluation system. Training will provide an in-depth overview and orientation of the 4 categories that are part of the plan, the process and timeline for plan implementation, and the process for arriving at a summative evaluation. 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. Additional training will be provided to all evaluators in conducting effective observations and providing high-quality feedback.

PROFESSIONAL LEARNING AND EVALUATION PROGRAM

Principals:

Leadership Practice Matrix (40%)

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

**CATEGORY #2: STAKEHOLDER FEEDBACK (10%)**

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

To gain insight into what stakeholders perceive about administrators’ effectiveness, for each administrative role, the stakeholders surveyed will be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback will include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.).

The building level administrator will collect feedback through a number of committees with all stakeholders including but not limited to:

- Climate Advisory
- PBIS
- Safety and Security
- School Improvement

The administrator goal will tie directly into the ELCC Leadership Rubric. 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 implements strategies based on feedback using data from the committee meetings to set a growth target.

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
Exceeded target strategies	Met target strategies	Made progress but did not meet target strategies	Made little or no progress against target strategies

**CATEGORY #3: SMART GOALS (45%)**

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

**LOCALLY-DETERMINED MEASURES – SMART GOALS**

Administrators establish two locally-determined SMART goals on measures they select.

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

- Student performance or growth on district-adopted assessments.
- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels.

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

- First, establish student learning priorities for a given school year based on available data.
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student learning priorities for her/his own evaluation that are (a) aligned to Union priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
- The principal shares the SMART goals with her/his evaluator, informing a conversation designed to ensure that:
  - The SMART goals are attainable.

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

Based on this process, administrators receive a rating for this portion using the Union Administrator Evaluation Summative Rating Form (see Appendix V):

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

**PROFESSIONAL LEARNING AND EVALUATION PROGRAM**

		Locally- determined Portion SMART goal (22.5%)			
		Exemplary	Proficient	Developing	Below Standard
Locally-determined Portion SMART goal (22.5%)	Exemplary	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

**CATEGORY #4: TEACHER EFFECTIVENESS (5%)**

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

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

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

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

## ADMINISTRATOR EVALUATION PROCESS

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

### ***OVERVIEW***

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

### **SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION**

<b>JULY/AUGUST</b>	<b>AUGUST</b>	<b>JANUARY</b>	<b>MAY</b>	<b>JUNE</b>
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 31***

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

1. Student learning data are available for review by the administrator.
2. The superintendent has communicated his/her student learning priorities for the year.
3. The administrator has developed a school improvement plan that includes student learning goals.
4. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

***Step 2: Goal-Setting and Plan Development by August 25***

Before a school year starts, administrators will:

1. identify two locally-developed SMART goals and
2. identify one stakeholder feedback target.

Administrators will then identify the two specific areas of focus for their practice ***that will help them accomplish*** their SMART goals, and their stakeholder feedback target, choosing from among the elements of the Connecticut School Leadership Standards. Administrators will identify these two specific focus areas of growth in order to facilitate a professional conversation about their leadership practice with their evaluator. What is critical is that the administrator can connect improvement in the practice focus areas to the SMART goals and the stakeholder feedback target, creating a logical through-line from practice to outcomes.

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

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

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

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

### **A note on the frequency of school site observations:**

- at least two observations for each administrator.

### ***Step 3: Mid-Year Formative Review:***

In preparation for meeting:

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

### ***Step 4: Self-Assessment:***

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

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

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- Can empower others to be effective on this element.

The administrator being evaluated will also review his/her focus areas and determine if s/he considers themselves on track or not.

The administrator being evaluated submits his/her self-assessment to his/her evaluator.

### ***Step 5: Summative Review and Rating:***

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

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

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

## SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

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

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice

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- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting and making progress on 2 SMART goals aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

*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.

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

### ***Determining Summative Ratings***

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

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

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

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

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The outcomes rating derives from the two student learning measures – state test results (SPI) and SMART goals – and teacher effectiveness outcomes. The Teacher Effectiveness rating is combined with the SMART goals rating and the evaluator uses the matrix (see Appendix) to determine an overall Outcomes Rating.

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

The Summative rating combines the practice and outcomes ratings using the matrix below.

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

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

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

***Definition of Effectiveness and Ineffectiveness***

Administrator effectiveness will be based upon a pattern of summative administrator ratings collected over time. In order to be deemed effective, administrators will need to have a summative rating of Proficient or Exemplary. Administrators are required to be effective within 2 years of being evaluated using this plan.

Any administrator having a summative rating of Developing or Below Standard after 1 year of being evaluated with this plan may be placed on an individual improvement plan. **(See Professional Assistance and Support System, or PASS, below)**

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

**ADMINISTRATOR PROFESSIONAL ASSISTANCE AND SUPPORT PLAN (PASS)  
(INDIVIDUAL IMPROVEMENT AND REMEDIATION PLAN)**

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

The plan must include the following components:

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## PROFESSIONAL LEARNING AND EVALUATION PROGRAM

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

The plan will be designed and written in a collaborative manner, which focused on the development of a professional learning community supporting colleagues within this level. The administrator and evaluator will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the division director and Executive Director. The contents of the plan will be confidential.

For educators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers;; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

## EVALUATION-BASED PROFESSIONAL LEARNING

As our core values indicate, Union 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.

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

**TENETS OF THE UNION PLAN: ALIGNING STANDARDS AND PROCESSES:**

- ***Evaluation is an educator-centered process:*** We believe that, for evaluation to improve professional practice, it is essential to “make evaluation a task managed by an educator, and not a thing done to a worker” (Peterson, 2000, p. 5).
  - Educator reflection on aspects of their leadership practice and its effect on student achievement and teacher effectiveness, 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.
    - Educators collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.
  
- ***Organizational culture matters:*** The framework and outcomes of systems for the evaluation of administrators 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.

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- Evaluators and administrators 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 educator efficacy (defined by Bandura, 1997, as “the group’s shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments”), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004) .
    - The needs of veteran and novice administrators are different, and evaluation-based professional learning is designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources*]
    - The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for administrators 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*]
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**CAREER DEVELOPMENT AND PROFESSIONAL GROWTH**

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

For administrators rated Proficient or Exemplary, the following career development and professional growth opportunities may be available: observation of peers; leading Professional Learning Communities for their peers; and, targeted professional learning based on areas of need.

**EDUCATION SPECIALIST EVALUATION PLAN**

The Union School District is part of the EASTCONN Consortium. As such, the evaluation of education specialists will be completed by EASTCONN evaluators in accordance with EASTCONN's Professional Learning and Evaluation Plan along with collaboration of Union School District administration.

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