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WATERBURY  
Public Schools

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*Today's Students, Tomorrow's Leaders*

# TEACHER EVALUATION PLAN

2015.2016

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# INTRODUCTION AND OVERVIEW

## Introduction

Waterbury's Teacher Evaluation Model has been developed in alignment with the Connecticut Guidelines for Educator Evaluation as modified and approved by the State Board of Education in May 2014. Much of the plan has been adopted directly from SEED (Connecticut's System for Educator Evaluation and Development), thus drawing on the best practice and research embedded in this model.

## Purpose and Rationale of the Evaluation System

The purpose of the evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

The model applies to all teachers holding and serving under CT teaching licenses, with appropriate adaptations and applications of the model for varying teaching and pupil personnel service assignments.

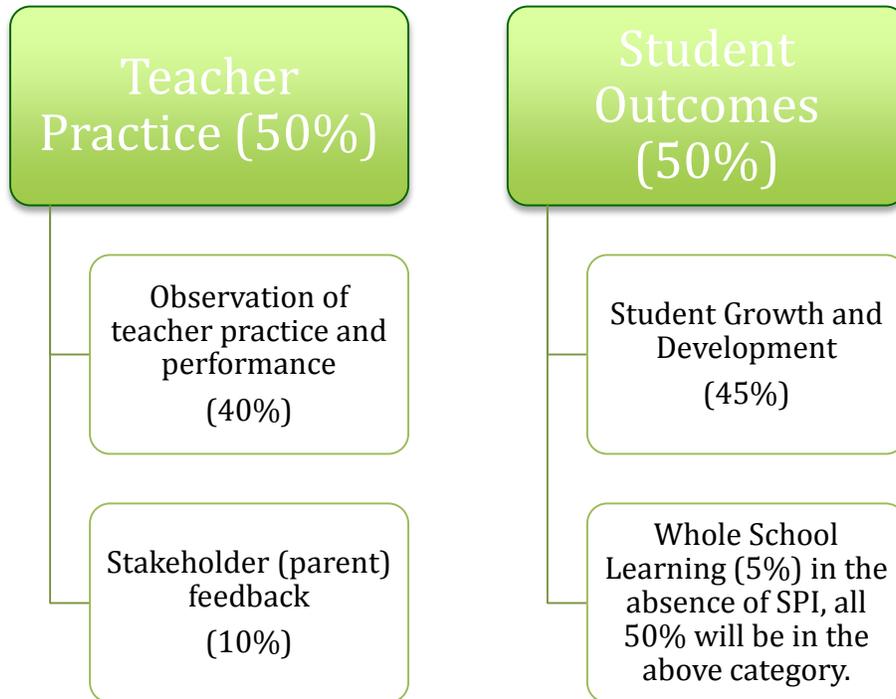
## Core Design Principles

The Waterbury model draws on the core design principles of the Connecticut SEED model. The model is designed to

- *Consider multiple, standards-based measures of performance* The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning (5%).
- *Minimize the variance between school leaders' evaluations of teacher practice and support fairness and consistency within and across schools*
- *Foster dialogue about student learning*
- *Encourage aligned professional development, coaching and feedback to support teacher growth. This may include consultation with content specific personnel.*

## Teacher Evaluation and Support System Overview

The evaluation and support system consists of multiple measures of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.



### Teacher Practice (50%)

1. Observation of teacher performance and practice (40%) as defined in the Connecticut Common Core of Teaching Rubric for Effective Teaching (Revised 2014).
2. Parent feedback (10%) on teacher practice through parent surveys

### Student Outcomes (50%)

1. Student growth and development as demonstrated through standardized and non-standardized measures (45%)
2. Whole-school measures of student learning as determined by an aggregate of student learning measures [SPI-School Performance Index] (5%) In the absence of an available SPI, all

50% of the student outcome rating will be determine by item #1 above.

### **Ratings and Summation**

Teachers are rated in each of the categories described above and receive a summative rating. The rating levels are as follows:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

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

### **Teacher Evaluation Process and Timeline**

The annual evaluation process includes a goal setting conference, a mid-year conference and an end of the year conference. The purposes of these meetings are to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set goals and identify development opportunities. These conferences should include conversations that are collaborative and require reflection and preparation by both the evaluator and the teacher. New teachers hired within the first two marking periods will follow the complete evaluation process. New teachers hired after the second marking period and those on FMLA, implementation of their evaluation schedule will be reviewed on a case by case basis and subject to mutually agreed upon terms.



Goal-Setting and Planning to be Completed by October 15<sup>th</sup>

1. Orientation on Process\* – All teachers are provided with an up-to-date copy of the plan. Evaluators meet with teachers (individually or in groups) to discuss the process, roles and responsibilities embedded in the plan. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning.

Teachers new to the district should have a thorough orientation to the process as they join the district.

2. Teacher Reflection and Goal-Setting – The teacher examines student data, prior year evaluation and survey results and the CCT Framework to draft a proposed performance and practice goal(s), a parent feedback goal and student learning objectives (SLOs) for the school year. Teachers may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. Goal-Setting Conference – The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria. (See SMART goals, p. 21).

### Mid-Year Check-In: Timeframe: January and February

1. Reflection and Preparation – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the mid-year check-in conference.
2. Mid-Year Conference – The evaluator and teacher engage in a mid-year conference during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance. Evaluators can deliver formative information on components of the evaluation framework. The conference is an important opportunity to make mutually agreeable adjustments to SLO’s, strategies, support and approaches as warranted.

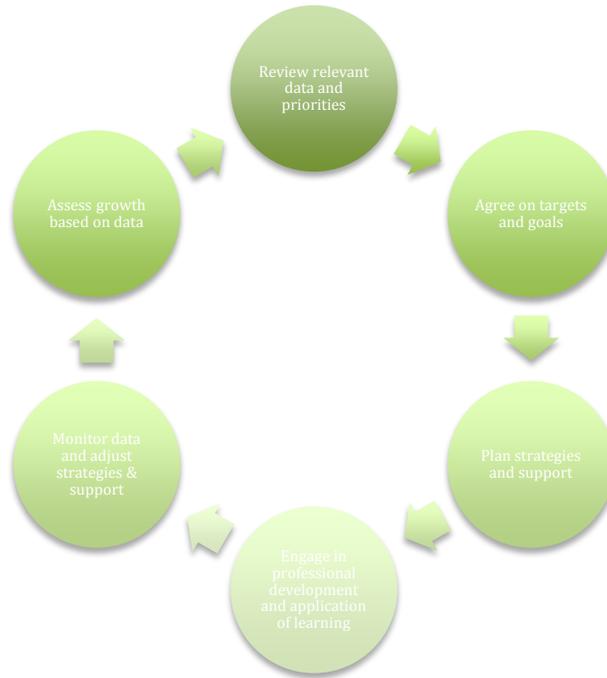
### End-of-Year Summative Review: Timeframe: (by June 1)

1. Teacher Self-Assessment – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. The teacher submits to the evaluator.
2. Ratings – The evaluator reviews submitted evidence, self-assessments and observation data to generate category ratings. (The evaluator bases the ratings on all available data. The ratings will be revised as necessary upon receipt of additional data no later than September 15)
3. End-of-Year Conference – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation by June 1 each year.

### **Evaluation-Based Professional Learning**

Each educator will identify professional growth needs with his/her evaluator based on student achievement data, past performance data, school and district needs, and stakeholder feedback. Upon the mutual agreement on goals and targets, the educator and evaluator will plan for

strategies and support to meet the goals and targets. Educators who share goals and targets can collaborate in shared professional development. Teachers will be encouraged to use available online Bloomboard professional development that meets their professional growth.



*Process model for evaluation-based professional learning.*

## **Primary Evaluators**

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. When appropriate and/or necessary, other trained and qualified evaluators may be assigned primary evaluation responsibilities.

## **Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing**

All evaluators will be trained in the evaluation model. The model is complex and important. Both initial and ongoing training should reflect this.

The training should include

- full orientation to the plan components
- skill development in those areas that are new to teacher evaluation
- skill practice in those areas that are transferable from other evaluation experiences including but not limited to conferencing/feedback, goal setting, and observation
- management strategies
- proficiency and calibration

The Connecticut State Department of Education (CSDE) has offered and is continuing to develop training in teacher evaluation methods that are aligned with the Waterbury model. The district may pursue this or other training sources to deliver the initial and ongoing training.

New administrators and administrators new to the district will receive appropriate training in the Waterbury model prior to evaluating teachers.

The district will incorporate proficiency exercises and checks in its training plans. Evaluators who are not able to demonstrate an acceptable standard of proficiency will be paired and coached with proficient evaluators until such time as they are able to meet the standard.

The district recognizes its obligations to the law and as such will comply with legislated reporting and auditing processes.

### **Improvement and Remediation Plans**

Teachers whose performance is rated as ineffective (see definitions of effective/ineffective) will require improvement and remediation plans. The improvement and remediation plan should be developed in consultation with the teacher and his/her exclusive bargaining representative within five days of the summative rating.

Improvement and remediation plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- 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
- include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

### **Career Development and Growth**

Teachers who are rated as exemplary through the evaluation process should have opportunities for career development and professional growth. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

## Teacher Performance and PRACTICE (40%)

The Teacher Performance and Practice category is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs. Waterbury has elected to use the CCT Rubric for Effective Teaching (Revised 2014) as its framework for teacher practice. A copy of the framework can be found in the appendix.

### Observation Process

Research has shown that multiple snapshots of practice provide a more accurate picture of teacher performance than one or two observations per year. These observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable evidence.

Observations in and of themselves aren't useful to teachers – it's the feedback based on observations that helps teachers to reach their full potential.

The Waterbury teacher evaluation model provides for the following schedule of observations:

- Each teacher should be observed between 3 and 5 times per year at a minimum. The observation schedule will include at least three formal observations for teachers in years 1-2 of service to Waterbury, all of which will include a pre-conference and a post-conference. Teachers who were rated as developing or below standard on their last evaluation rating will receive a number of observations appropriate to their individual plans, but no fewer than 3 formal in-class observations, with a pre-conference and a post-conference for each. Teachers in their 3rd year of service to Waterbury or beyond, who received a rating of proficient or exemplary on their last performance evaluation, will receive at least one formal observation at least every three years that will include both a pre- and post-observation conference. All teachers

will receive a minimum of 1 informal observation each year. Teachers not scheduled for a formal observation for the year will receive a minimum of three informal observations. The number and nature of the observations vary according to the growth needs of the teacher.

- Formal: Scheduled observations or reviews of practice that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback. Post conferences should occur within 5 days of the observation. If unavoidable circumstances necessitate a rescheduling of an observation, all attempts will be made to use the existing plan. If this is not possible, the evaluator and teacher will use flexibility in rescheduling or adapting the planned lesson.
- Informal: Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback.
- Non-classroom teachers: The above guidelines on frequency and length of observations apply to non-classroom teachers. The observations of non-classroom teachers are conducted in settings appropriate to their responsibilities.
- All observations should be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, ideally within two days of an observation.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, the district is emphasizing frequent informal observations.
- Administrators can use their discretion to decide the right number of observations for each teacher based on school and staff needs, providing that the prescribed guidelines are met.

- At least one observation will be completed prior to the mid-year conference.
- observations should be structured according to the graphic below.

**WATERBURY PUBLIC SCHOOLS  
TEACHER OBSERVATION MATRIX  
2014-2015**

FOR TEACHERS WHO ARE ENTERING YEAR 1 OR 2 IN WPS

	Formal Observations	Informal Observations	Review of Practice	Total
WPS Years 1 and 2	3	1	1	5

FOR TEACHERS WHO ARE ENTERING YEAR 3 OR MORE IN WPS AND WERE RATED  
PROFICIENT OR EXEMPLARY IN THE 2013-2014 SCHOOL YEAR

	Formal Observations	Informal Observations	Review of Practice	Total
WPS Years 3 and more (Formal Scheduled This Yr.)	1	1	1	3
WPS Years 3 and more (NO Formal Scheduled This Yr.)	0	3	1	4

**\*\*THESE ARE THE TEACHERS WHO WERE ALPHABETIZED AND SEPARATED TO DETERMINE IF THEY WILL HAVE A FORMAL OBSERVATION THIS YEAR\*\***

FOR TEACHERS WHO WERE RATED DEVELOPING OR BELOW STANDARD IN THE 2013-2014 SCHOOL YEAR

	Formal Observations	Informal Observations	Review of Practice	Total
All Teachers Rated Developing or Below Standard in 2013-2014	3	1	1	5

THIS CHART REPRESENTS THE MINIMUM NUMBER OF OBSERVATIONS REQUIRED BY THE WATERBURY PUBLIC SCHOOLS' EVALUATION PLAN. ADMINISTRATION MAINTAINS THE RIGHT TO FORMALLY EVALUATE ANY AND ALL TEACHERS TO THE EXTENT DEEMED NECESSARY.

## Conferences

Pre-conferences The purposes of pre-conferences are to provide a context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except formal observations. A pre-conference can be held with a group of teachers, where appropriate. Requests for pre-observation conferences should occur no less than 5 school days before the scheduled observation.

## Post-conferences

Post-conferences provide a forum for reflecting on the observation against the CCT Rubric for Effective Teaching and for generating action steps that will lead to the teacher's improvement.

Effective post-conferences include

- An opportunity for the teacher to share his/her self-assessment of the lesson observed;
- Objective evidence to help confirm successes, identify possible areas of improvement, and success focus for future observations;
- written and/or verbal feedback;
- Occur within five school days of the observation.

Classroom observations provide the most evidence for domains 2 and 3 of the Connecticut Framework for Teacher Evaluation and Support, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

## **Non-Classroom Reviews of Practice**

Because the evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the domains of the CCT Rubric for Effective Teaching, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent- teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

## **Feedback**

The goal of feedback is to help teachers grow as educators and become

more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and ratings
- Commendations and recommendations
- Next steps and supports to improve practice
- A timeframe for follow up.

### **Teacher Performance and Practice Goal-Setting**

Teachers develop a practice and performance goal that is aligned to the CCT Rubric for Effective Teaching. This goal provides a focus for the observations and feedback conversations. This goal is not discretely rated but rather contributes to the overall evidence of performance and practice.

At the start of the year, each teacher will work with his or her evaluator to develop the practice and performance goal through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards proficient or exemplary on the CCT Framework for Effective Teaching Schools may decide to create a school-wide goal aligned to a particular component (e.g., 3b: Using Questioning and Discussion Techniques) that all teachers adopt as their goal.

Goals should be SMART: S=Specific and Strategic M=Measurable  
A=Aligned and Attainable R=Results-Oriented T=Time-Bound

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category but rather contribute to the category rating.

## Teacher Performance and Practice Scoring

### Individual Observations

During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports. Evaluators are required to provide ratings for each observation.

### Summative Rating for Teacher Performance and Practice

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

1. Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the 12 components.

Ratings
Exemplary=4
Proficient=3
Developing=2
Below Standard=1

2. Average components within each domain to a tenth of a decimal

to calculate domain-level scores of 1.0-4.0.

3. Average domain scores to calculate an overall Observation of Teacher Performance and Practice rating.

Steps 2 and 3 can be performed by administrators and/or using tools/technology that calculate the averages for the evaluator.

The summative Teacher Performance and Practice category rating and the component ratings will be shared and discussed with teachers during the End-of-Year Conference. As possible and practical, this process can also be followed in advance of the Mid-Year Conference to discuss progress toward Teacher Performance and Practice goals/outcomes.

## Stakeholder Feedback-10%

Stakeholder Feedback comprises 10% of teacher evaluation .

The Waterbury Public Schools will use surveys in order to gather feedback from parents. The surveys will be used to help teachers and administrators identify the areas of their practice that could be improved.

### Survey Background

The Waterbury Public Schools had already begun development of stakeholder surveys under a district-wide improvement initiative when SEED guidelines became available. Because this work involved wide stakeholder involvement and was intended for use in school improvement, the district elected to continue the development and adaptation of these surveys for the purpose of educator evaluation.

The following outlines steps that the Educator Evaluation Committee has planned and begun in order to ensure usefulness, validity, reliability, and fairness:

- The educator evaluation committee applied their expertise in analyzing each question for validity. Some questions were purged and some were rewritten.
- The evaluation committee performed an alignment check on the surveys with the Connecticut School Leadership Standards. They found all six domains represented in both the parent and the teacher survey.
- The evaluation committee engaged the School Governance Councils in trials and reviews of usefulness in supporting school improvement efforts. They used the results to further refine the validity of questions as well as the clarity of directions, fairness, and usefulness.
- The committee recognizes that confirming validity, reliability, usefulness, and fairness will happen over time and that the surveys are subject to future revision.

## Survey Administration

The Educator Evaluation Committee recognizes that the best method of administering surveys may vary from level to level and school to school. Therefore, it has built flexibility and discretion into the administration of the survey. There are only a limited number of requirements.

### Requirements for the administration of surveys:

1. They must be anonymous
2. They must be administered in the spring semester
3. There must be a cover message from the principal/administrator that clearly informs stakeholders of procedures and purposes associated with the survey.

Among the strategies that they can consider for parent surveys are the following:

- Administering at an open house or other event that attracts large numbers of parents
- Mailing surveys to all families (one per household)
- Offering electronic options

- Mailing postcards that offer a menu of options
- Using the IRIS system to notify parents
- Creating incentives for survey return

### Survey Analysis

Principals , assisted by School Governance Councils as appropriate, will analyze the results of the surveys so as to identify areas of needed improvement. These areas should align with school improvement goals.

Depending on the volume of responses and the availability of funding sources, principals may seek assistance from the IT department or an outside vendor in tabulating and providing an analysis of results.

In that surveys should be continually improved over time, principals should report problems with individual questions or survey design to the teacher evaluation committee for review and possible modification.

### Teacher Stakeholder Feedback Guide

<b>Topic</b>	<b>Description</b>
<i>Designation of Stakeholders</i>	Parents
<i>Tool for Gathering Stakeholder Feedback</i>	Parent Surveys Developed by District (appendix)
<i>Utilization of Stakeholder Feedback</i>	The principal will select areas from the survey results that show need for improvement. Each teacher will select one of the areas as a focus for improvement.
<i>Standard for Demonstrating Improvement</i>	Implementation of relevant improvement strategies
<i>Rating of Stakeholder Feedback Category</i>	<u>Exemplary</u> =Evidence of successful implementation of an ambitious set of improvement strategies. <u>Proficient</u> =Evidence of successful implementation of a reasonable set of improvement strategies.

	<p><u>Developing</u>=Evidence of substantial implementation of the intended improvement strategies.</p> <p><u>Below Standard</u>=Evidence that shows no or only partial implementation of improvement strategies.</p>
<i>Timeline of Key Events</i>	<p><u>Spring</u>-Administration of parent surveys (dates and administration to be determined by building administrator based on plan to maximize survey return).</p> <p>Review and identification of possible improvement goals based on stakeholder feedback (administrator engages School Governance Council).</p> <p><u>Fall</u>-Selection of goal and outlining of improvement strategies in goal setting conference with evaluator.</p> <p><u>Mid-year</u>- At scheduled mid-year conference meeting with evaluator, discuss progress in implementing strategies and any revisions that are in order.</p> <p><u>Spring</u>- Add evidence of strategy implementation to self-assessment document.</p> <p><u>Prior to June 1</u>- Final conference with evaluator followed by rating assignment by evaluator.</p>

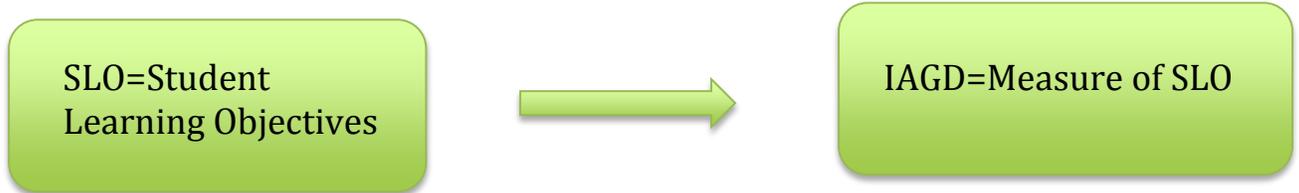
## Student Growth and Development (45%)

### Student Learning Objectives (SLOs) and Indicators of Academic Growth and Development (IAGDs)

Connecticut has selected a goal-setting process called Student Learning Objectives (SLOs) as the approach for targeting student growth during

the school year. SLOs are specific and measureable targets.

The measurement of SLOs is done through Indicators of Academic Growth and Development (IAGDs). An IAGD is a measure used to determine SLO attainment.



### **Impacting Student Growth and Development Through SLOs**

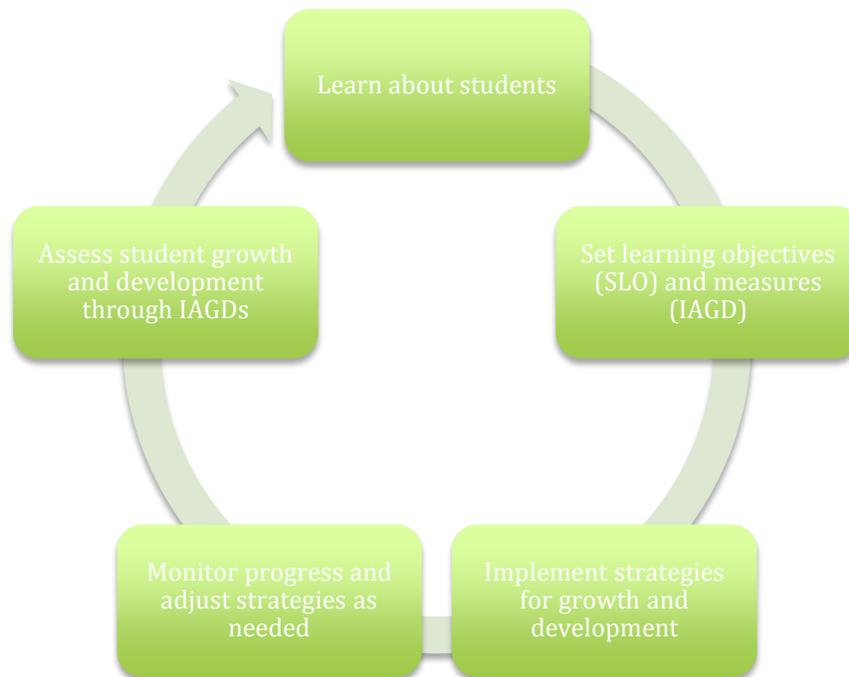
Step 1: Learn about this year's students (prior grades, end of year tests, benchmark assessments)

Step 2: Set objectives for student learning (SLOs) and determine measurement indicators (IAGDs)

Step 3: Develop and implement strategies to meet targets

Step 4: Monitor students' progress and adjust strategies as needed

Step 5: Assess student learning through pre-determined indicators



## SLO Requirements

Each teacher will write two SLOs'

Teachers whose students take a standardized assessment will create one SLO based on standardized indicators and one SLO based on a minimum of one non-standardized indicator.

All other teachers will develop their two SLOs based on non-standardized indicators.

The CT Guidelines for Educator Evaluation define a standardized assessment as one with the following attributes:

- Administered and scored in a consistent – or “standard” – manner;
- Aligned to a set of academic or performance “standards;”
- Broadly-administered (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

## Guidance for Developing SLOs and Selecting IAGDs

The Student Learning Objectives (SLOs) should be broad goals for student learning. They should each address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students' results.

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least one indicator.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the first step of the process of student data that teachers will determine what level of performance to target for which students.

Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

### Examples of SLOs and Corresponding IAGDs for Standardized Indicators

<b>Teacher Assignment</b>	<b>Student Learning Objectives</b>	<b>Indicators of Academic Growth and Development</b>
8th Grade Science	My students will master critical concepts of science inquiry.	78% of my students will score at the proficient or higher level on the science CMT in March 2013.
4th Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	All 17 (77%) students assessed on the standard CMT will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4th grade CMT Reading in March 2013.  All 5 students (23%) assessed on the MAS for Reading CMT will achieve at the proficient or goal level on the 4 <sup>th</sup> grade CMT MAS in March 2013.

### Examples of SLOs and Corresponding IAGDs for Non-Standardized Indicators

<b>Teacher Assignment</b>	<b>Student Learning Objectives</b>	<b>Indicators of Academic Growth and Development</b>
8th Grade Science	My students will master critical concepts of science inquiry.	My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on key elements of science instruction.

High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.
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During the goal-setting process, teachers and evaluators will document the following:

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals. The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

**\*Please note: Approval serves as a confirmation that mutual agreement has been reached.**

### SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicator
---------------------	-----------------------	------------------------------

Objective is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).
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### **Implementing Instruction and Monitoring Students' Progress**

Once SLOs are approved, teachers should implement instruction and monitor students' progress towards the objectives. They can, for example, examine student work products, administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

### **Assessing and Reflecting on Results**

In preparation for the end of the year conference, the teacher should collect the evidence required by their indicators and submit it to the evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.

2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

### Assigning a Rating for Student Growth and Development

Evaluators will review the evidence and the teacher’s self-assessment and assign one of four ratings to each SLO. The ratings are outline as follows:

Rating	Quantitative Value	Characteristics
Exceeded	4	All or most of the students met or substantially exceeded the target(s) contained in the indicators.
Met	3	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met	2	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet	1	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

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

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

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

However, once the standardized test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

## Whole-School Student Learning Indicator (5%)

The whole school student learning indicator shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. For most schools, this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation.

The following chart defines the rating for various levels of attainment of the SPI improvement target for the school:

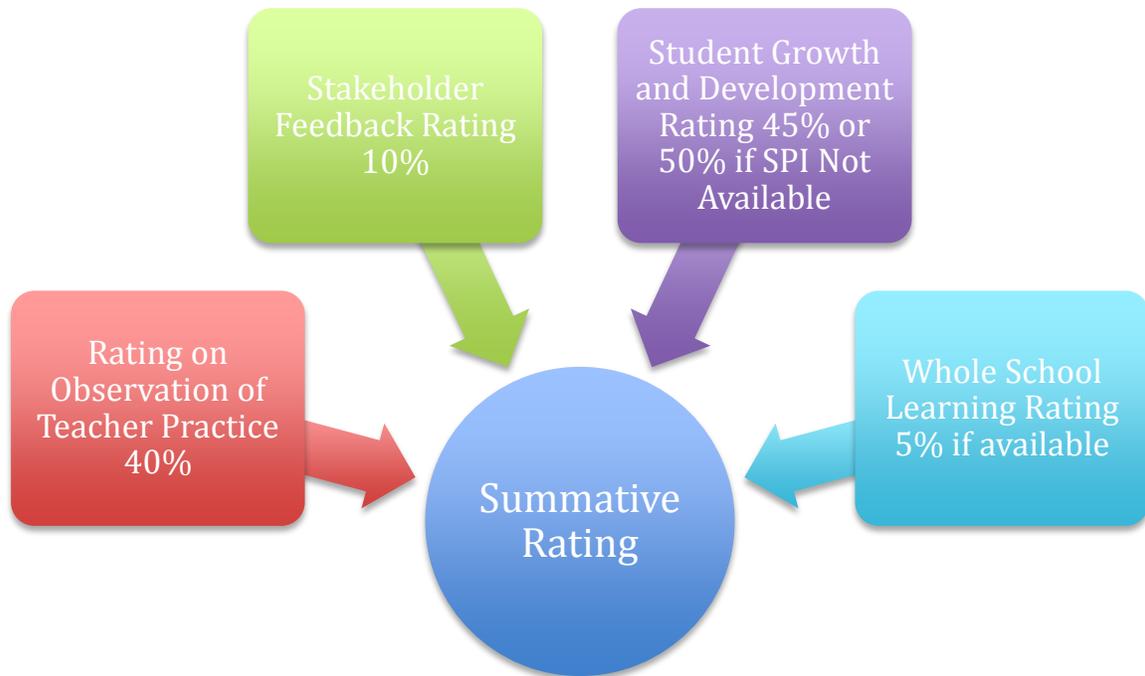
<b>Exemplary=4</b>	<b>Proficient=3</b>	<b>Developing=2</b>	<b>Below Standard=1</b>
--------------------	---------------------	---------------------	-------------------------

Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal
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NOTE: If the whole-school student learning indicator rating is not available, then the student growth and development score will be weighted 50 and the whole-school student learning indicator will be weighted 0.

## SUMMATIVE TEACHER EVALUATION SCORING

Teachers are rated in each of the four categories of the teacher evaluation model and subsequently receive a summative rating for their performance.



The categories are paired into the divisions of **Teacher Practice** and **Student Outcomes**.

**Teacher Practice** = *Observation of Teacher Practice* and *Stakeholder Feedback*.

**Student Outcomes**=*Student Growth and Development* and *Whole School Learning*.

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

### How to Calculate the Summative Rating

- 1) Calculate a Teacher Practice Rating by combining the observation of teacher practice rating and the parent feedback rating.
- 2) Calculate a Student Outcomes rating by combining the student growth and development rating and whole-school student learning rating.
- 3) Apply the ratings calculated in steps one and two to the Summative Matrix to determine the summative rating.

Each step is illustrated below:

**STEP 1:** Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score as shown in the chart below.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the category scores to get the category points and sum as illustrated below.

<b>Category</b>	<b>Score (1-4)</b>	<b>Weight</b>	<b>Points</b>
Observation of Teacher Performance & Practice		40	
Parent Feedback		10	
		<b>TOTAL TEACHER PRACTICE INDICATORS POINTS</b>	

The total points are then compared to this table to determine the overall practice level:

<b>Total Teacher Practice Indicators Points</b>	<b>Practice Rating</b>
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

**STEP 2:** Calculate a Student Outcomes Related Indicators rating by

combining the student growth and development score and whole-school student learning indicator score.

The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator category counts for 5% of the total rating. (Should an SPI not be available for the school, the entire 50% will be based the Student Growth Measures-SLOs). Multiply these weights by the category scores and sum as illustrated below:

<b>Category</b>	<b>Score (1-4)</b>	<b>Weight</b>	<b>Points</b>
Student Growth (SLOs)		45	
Whole School Learning Indicator		5	
		<b>TOTAL TEACHER OUTCOME INDICATORS POINTS</b>	

The total points are then compared to this table to determine the overall outcome level:

<b>Total Teacher Practice Indicators Points</b>	<b>Practice Rating</b>
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

STEP 3: Use the Summative Matrix to determine the Summative Rating.

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating.

**Summative Matrix**

Outcome

Practice

	<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
<b>Exemplary</b>	Exemplary	Exemplary	Proficient	**
<b>Proficient</b>	Exemplary	Proficient	Proficient	Developing
<b>Developing</b>	Proficient	Proficient	Developing	Developing
<b>Below Standard</b>	**	Developing	Developing	Below Standard

\*\*If the two focus areas are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative decision.

Summative ratings must be completed for all teachers by June 1 of a given school year. Should standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by standardized test data, the evaluator may recalculate the teacher’s summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

**Definitions of Effectiveness and Ineffectiveness**

Waterbury has adopted the following definitions of effectiveness and

ineffectiveness :

<b>Educator Category</b>	<b>Definition of Effectiveness</b>	<b>Definition of Ineffectiveness</b>
Novice-Years 1-2	Summative ratings of developing or better	Summative rating of below standard
Novice Year 3	At least one summative rating of proficient or better in years 1-3 and no summative rating less than developing	Summative rating of below standard
Novice Year 4	Two summative ratings of proficient or better, one of which must be in year 4 and no summative rating less than developing	Below standard summative rating OR More than two developing summative ratings in years 1-4
Experienced Educator New to District Year 1	Summative rating of developing or better	Below standard summative rating
Experienced Educator New to District Year 2	At least one summative rating of proficient or better (other summative rating must be at least developing)	Below standard summative rating OR Two consecutive summative ratings of developing
Post-Tenure Teachers	A pattern of summative ratings of proficient or better with no two consecutive ratings of developing	Summative rating of below standard OR Two consecutive summative ratings of developing

## **Dispute-Resolution Process**

A panel, composed of SAW representation(Superintendent designee), WTA representation and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

## APPENDIX

CCT Rubric for Effective Teaching (2014)

Parent Survey (Revised)

List of Waterbury Standardized Assessments

Forms, protocols and other tools needed to implement the plan will be included in a published set of implementation guidelines.

## Parent Survey -Waterbury Public Schools

### Directions:

Thank you for taking the time to fill out our survey. We need information for school improvement planning. If you have several children in this school, think of one of them as you respond. This is an anonymous survey.

Please check your level of agreement with each

1. The school clearly communicates its expectations for my child's learning to my child and to me

Strongly Agree Agree Unsure Disagree Strongly Disagree

2. I am satisfied with the opportunities to be involved in my child's education.

Strongly Agree Agree Unsure Disagree Strongly Disagree

3. The principal(s), supervisors and teachers are accessible.

Strongly Agree Agree Unsure Disagree Strongly Disagree

4. The school principal(s) consistently addresses and follows through on student issues.

Strongly Agree Agree Unsure Disagree Strongly Disagree

5. I am satisfied with the timeliness of response I get when I contact my child's school with questions or concerns.

Strongly Agree Agree Unsure Disagree Strongly Disagree

6. My child's teacher gives helpful comments on homework, classwork, and tests.

Strongly Agree Agree Unsure Disagree Strongly Disagree

7. The teachers and principal(s) keep me informed about my child's academic progress.

Strongly Agree Agree Unsure Disagree Strongly Disagree

8. Teachers and the principal(s) make available information about what your child is studying in school.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

9. I feel welcome at my child's school.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

10. My school offers meeting times that work for my schedule if I ask.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

11. My school provides interpreters for meetings if needed.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

12. I attend meetings and conferences at school.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

13. Adults at school treat my child with respect.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

14. The staff at this school treats me with respect.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

15. My child's school is clean.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

16. There is a person or a program in my school that helps students resolve conflicts.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

17. This school is sensitive to issues regarding race, gender, sexual orientation and disabilities.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

18. Crime and violence are a problem at my child's school.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

19. There is inappropriate physical contact or gestures among students at my child's school.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

20. Students treat other students with respect at my child's school.

Strongly Agree Agree Unsure Disagree Strongly Disagree

Thank you for completing the survey. Please submit at this time.



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WATERBURY  
Public Schools

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*Today's Students, Tomorrow's Leaders*

# ADMINISTRATOR EVALUATION PLAN

2015.2016

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## Evaluation Committee Membership

Michelle Buerkle \* Jennifer Calabrese \*  
Matthew Calabrese \* Donna Cullen \* Kevin Egan \*  
Robin Henry \* Dana Manning \* Adela Jorge-Nelson \*  
Karen Renna

Diane Bakewell \* Maria Burns \* Lori DiTillo \*  
George Flaherty \* Joe Gorman \* Mary Massimo \*  
Juan Mendoza \* Ray Santovasi \* Ryan Sullivan

### **Administrative Liaisons:**

Darren Schwartz \* Dr. Shuana K. Tucker

### **Instructional Leadership Directors:**

Pamela Baim \* Michelle Baker \*  
\* Kevin Walston

## **Introduction and Overview**

### **Introduction**

Waterbury's Administrator Evaluation Model has been developed in alignment with the Connecticut Guidelines for Educator Evaluation as revised in **2015**. Much of the plan has been adopted directly from SEED (Connecticut's System for Educator Evaluation and Development), thus drawing on the best practice and research embedded in this model.

### **Purpose and Rationale of the Evaluation System**

The purpose of the new evaluation model is to fairly and accurately evaluate administrator performance and to help each administrator to strengthen his/her practice to improve teaching and learning.

The model applies to all administrators holding and serving under an 092 license, with appropriate adaptations and applications of the model for varying administrative assignments.

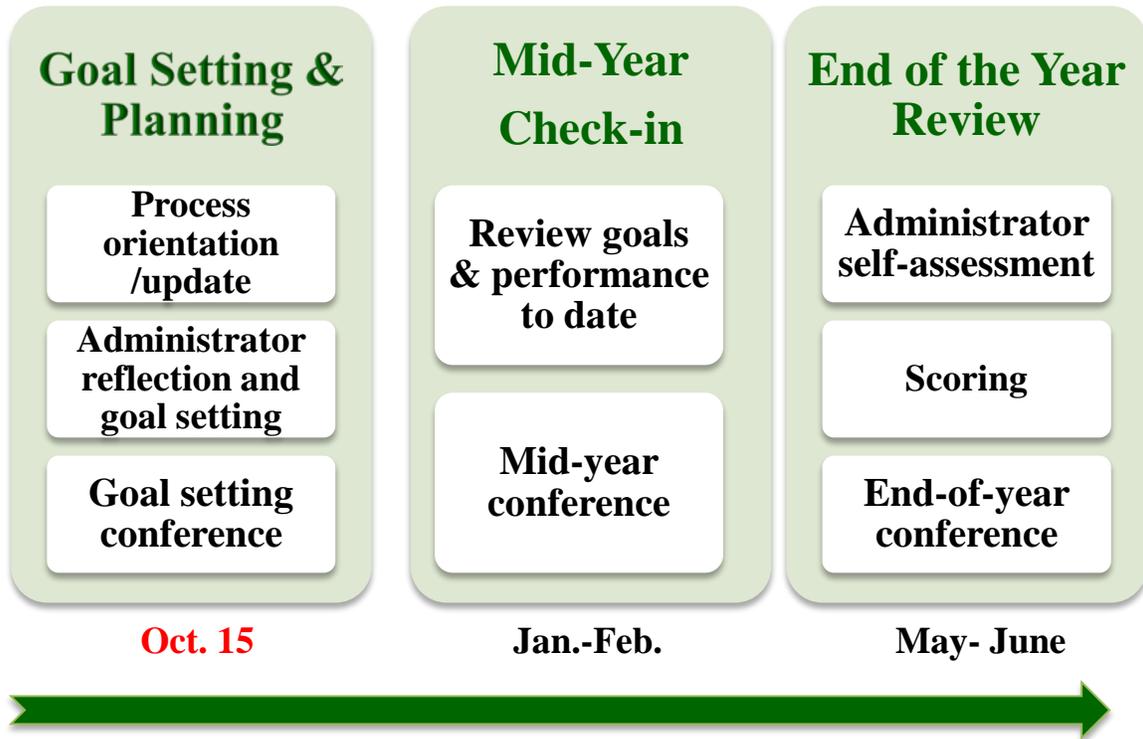
### **Core Design Principles**

The Waterbury model draws on the core design principles of the Connecticut SEED model. The model is designed to:

1. Focus on what matters most: The model identifies four areas of administrator performance as important to evaluation and weights them in the following priorities: student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%).
2. Emphasize growth over time: The evaluation of an administrator's performance should primarily be about continually improving practice.
3. Leave room for judgment: The model requires evaluators to observe the practice of administrators enough to make informed judgments about the quality and efficacy of practice and not to solely rely on quantitative measures.
4. Consider implementation at least as much as design: The model will evolve as educators implement, assess and reflect.

## Administrator Evaluation Process and Timeline

The annual evaluation process includes a goal setting conference, a mid-year conference and an end of the year conference. The purposes of these meetings are to clarify expectations for the evaluation process, provide comprehensive feedback to each administrator on his/her performance, set goals and identify development opportunities. These conferences should include conversations that are collaborative and require reflection and preparation by both the evaluator and the administrator.



### Orientation -August-September

1. Orientation on Process\* – All administrators are provided with an up-to-date copy of the evaluation plan. This includes, but is not limited to, the rubric used for assessment of practice and the surveys used for stakeholder feedback. Evaluators meet with administrators (individually or in groups) to discuss the process, roles and responsibilities embedded in the plan.

Administrators new to the district should have a thorough orientation to the process as they join the district.

**Goal Setting Conference to be Completed no Later than *Oct. 15***

1. A goal setting conference between the evaluator and administrator will take place at the beginning of the year. The administrator prepares for this conference by examining student and school data, prior year evaluation and survey results and the Connecticut School Leadership Standards to identify three areas of performance and practice focus, two student learning objectives (SLOs) and a stakeholder feedback goal.

In this meeting, they will discuss any school or district priorities that should be reflected in goals, targets or focus areas for observation. The conference will result in an agreement between the evaluator and administrator on specific measures, performance targets, student learning indicators, teacher effectiveness and stakeholder feedback as well as the support needed to meet the goals and targets.

**Mid-Year Check-In: Timeframe: January-February**

1. Reflection and Preparation – The administrator and evaluator collect and reflect on evidence to date about the administrator’s practice and progress on SLOs and stakeholder feedback target in preparation for the mid-year check-in conference.
2. Mid-Year Conference – The evaluator and administrator engage in a mid-year conference during which they review progress on student learning objectives (SLOs), the stakeholder feedback target and performance. Evaluators can deliver formative information on components of the evaluation framework. The conference is an important opportunity to make mutually agreeable adjustments to SLOs, strategies, support and approaches as warranted.

**End-of-Year Summative Review: Timeframe: May and June  
(Must be completed by June 30)**

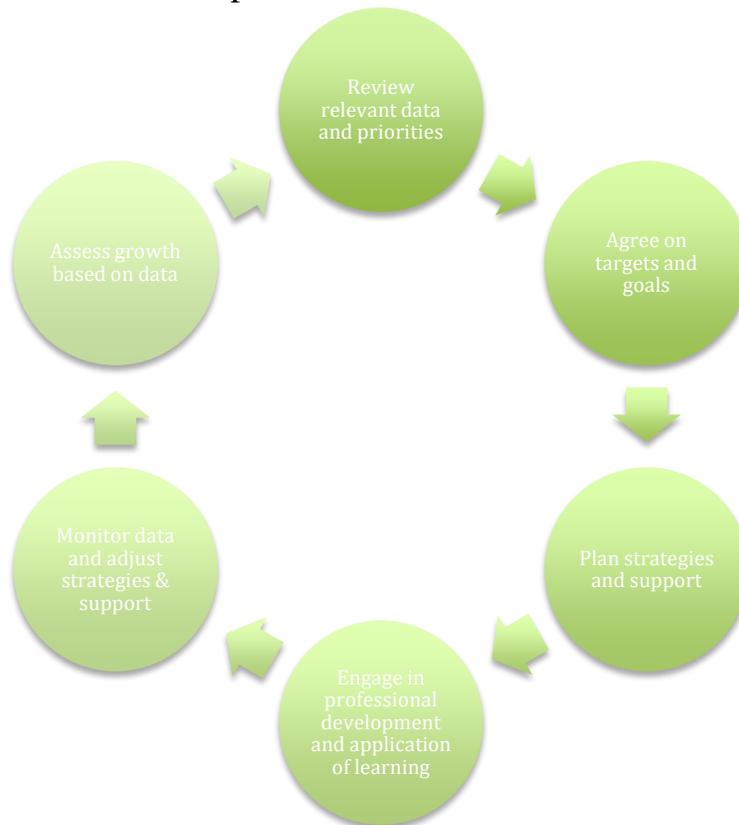
1. Administrator Self-Assessment – The administrator reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. The administrator submits to the evaluator.
2. Ratings – The evaluator reviews submitted evidence, self-assessments and observation and other data to generate category ratings. (The evaluator bases the ratings on all available data. The ratings will be

revised as necessary upon receipt of state testing data and indices, if applicable, no later than September 15.)

3. End-of-Year Conference – The evaluator and the administrator meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year, no later than June 30.

### Evaluation-Based Professional Learning

Each educator will identify professional growth needs with his/her evaluator based on student achievement data, past performance data, school and district needs, and stakeholder feedback. Upon the mutual agreement on goals and targets, the educator and evaluator will plan for strategies and support to meet the goals and targets. Educators who share goals and targets can collaborate in shared professional development.



*Process model for evaluation-based professional learning.*

## **Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing**

All evaluators will be trained in the evaluation model. The model is complex and important. Both initial and ongoing training should reflect this.

The training should include

- full orientation to the plan components
- skill development in those areas that are new to administrator evaluation
- skill practice in those areas that are transferable from other evaluation experiences including but not limited to goal setting, feedback/conferencing, and observation
- management strategies
- proficiency and calibration strategies

The Connecticut State Department of Education (CSDE) has offered and is continuing to develop training in administrator evaluation methods that are aligned with the Waterbury model. The District may pursue this or other training sources to deliver the initial and ongoing training.

New evaluators and evaluators new to the district will receive appropriate training in the Waterbury model prior to evaluating administrators.

The district will incorporate proficiency exercises and checks in its training plans. Evaluators who are not able to demonstrate an acceptable standard of proficiency will be paired and coached with proficient evaluators until such time as they are able to meet the standard.

The district recognizes its obligations to the law and as such will comply with legislated reporting and auditing processes.

## **Improvement and Remediation Plans**

Administrators whose performance is rated as ineffective (see definitions of effectiveness) will require improvement and remediation plans. The improvement and remediation plan should be developed in consultation with the administrator and his/her exclusive bargaining representative.

Improvement and remediation plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- 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
- Include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

## Career Development and Growth

Administrators who are rated as exemplary through the evaluation process should have opportunities for career development and professional growth. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is developing or below standard; leading district-wide committees or initiatives; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

## Leadership Practice Related Indicators

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

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

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

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

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

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

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

**The new *CT Leader Evaluation and Support Rubric 2015* is based on these standards, but consolidates the six performance expectations into four domains for the purpose of describing essential and crucial aspects of a leader's practice.**

**In 2015, the CSDE convened a committee that included an extensive group of practicing administrators and superintendents representative of various school districts and educational organizations throughout Connecticut. The committee reviewed work that was currently in progress by other organizations as well as research regarding a rubric for the observation of administrator performance and practice. With a focus on creating a tool that aligns with the CCL-CSLS as well as school and district improvement processes and that can be used to support continuous growth and development of administrators, the committee developed an improved *CT Leader Evaluation and Support Rubric 2015*. The Rubric is organized into four domains, each with two or three indicators of leadership practice. To assist in identifying areas of strength and areas in need of development, each indicator includes attributes with descriptors across four levels of performance. An added feature to the rubric includes examples of potential sources of evidence for each indicator.**

CCL-CSLS	CT Leader Evaluation and Support Rubric 2015
<p><b>Performance Expectation 1: Vision, Mission and Goals:</b>  <b>Element A: High Expectations for All</b>            Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals            Element C: Continuous Improvement toward the Vision, Mission and Goals</p> <p><b>Performance Expectation 2: Teaching and Learning</b>            Element A: Strong Professional Culture Element B: Curriculum and Instruction Element C: Assessment and Accountability</p> <p><b>Performance Expectation 3: Organizational Systems and Safety</b>            Element A: Welfare and Safety of Students, Faculty and Staff Element B: Operational Systems            Element C: Fiscal and Human Resources</p> <p><b>Performance Expectation 4: Families and Stakeholders</b>            Element A: Collaboration with Families and Community Members            Element B: Community Interests and Needs            Element C: Community Resources</p> <p><b>Performance Expectation 5: Ethics and Integrity</b>            Element A: Ethical and Legal Standards of the Profession            Element B: Personal Values and Beliefs            Element C: High Standards for Self and Others</p> <p><b>Performance Expectation 6: The Education System</b>            Element A: Professional Influence            Element B: The Educational Policy Environment            Element C: Policy Engagement</p>	<p><b>Domain 1: Instructional Leadership</b>            Indicator 1.1 Shared Vision, Mission and Goals Indicator 1.2 Curriculum, Instruction and Assessment Indicator 1.3 Continuous Improvement</p> <p><b>Domain 2: Talent Management</b>            Indicator 2.1 Recruitment, Selection and Retention            Indicator 2.2 Professional Learning            Indicator 2.3 Observation and Performance Evaluation</p> <p><b>Domain 3: Organizational Systems</b> Indicator 3.1 Operational Management            Indicator 3.2 Resource Management</p> <p><b>Domain 4: Culture and Climate</b>            Indicator 4.1 Family, Community and Stakeholder Engagement            Indicator 4.2 School Culture and Climate            Indicator 4.3 Equitable and Ethical Practice</p>

**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.

**Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but practices are not sufficiently developed so as to lead to consistently 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.

## Strategies for Using the Leadership Evaluation Rubric

### Assigning ratings for each performance expectation:

Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the **Domain** level. They may use the indicator level for more detailed discussions.

### Making judgments about administrator practice:

In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance others. In those cases, the evaluator will use judgment to decide on the overall level of performance.

### Assessing the practice of administrators other than principals:

The SEED guidelines do not include rubrics specifically developed for other administrative positions. The leadership evaluation rubric will be used as applicable. Other ratings will be generated by evaluating evidence directly against the Connecticut School Leadership Standards.

## Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each Domain in the *CT Leader Evaluation and Support Rubric 2015*. Evaluators observe the administrator's leadership practice and collect artifacts of the administrator's performance related to the four domains of the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

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

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of *developing* or *below standard*.**
2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.

3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *proficient*, *developing* or *below standard* for each domain. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

### Principals:

Exemplary	Proficient	Developing	Below
<i>Exemplary on Instructional Leadership</i> +	At least <i>Proficient</i> on Instructional Leadership +	At least <i>Developing</i> on Instructional Leadership +	<i>Below Standard</i> on Instructional Leadership
<i>Exemplary on at least 2 other Domains</i> +	At least <i>Proficient</i> on 2 other Domains +	At least <i>Developing</i> on 2 other Domains	<i>Below Standard</i> on the 3 other Domains
No rating below <i>Proficient</i> on any Domain	No rating below <i>Developing</i> on any Domain		

### Assistant Principals Central Office Administrators and Other School-Based Administrators:

Exemplary	Proficient	Developing	Below
<i>Exemplary on at least half of measured Domains</i> +	At least <i>Proficient</i> on a majority of Domains +	At least <i>Developing</i> on a majority of Domains	<i>Below Standard</i> on at least half of Domains
No rating below <i>Proficient</i> on any Domains	No rating below <i>Developing</i> on any Domain		

## Stakeholder Feedback (10%)

Stakeholder Feedback comprises 10% of teacher evaluation and 10% of administrator evaluation.

The Waterbury Public Schools will use surveys in order to gather feedback from both teachers and parents. The surveys will be used to help teachers and administrators identify the areas of their practice that could be improved.

### Survey Background

The Waterbury Public Schools had already begun development of stakeholder surveys under a district-wide improvement initiative when SEED guidelines became available. Because this work involved wide stakeholder involvement and was intended for use in school improvement, the district elected to continue the development and adaptation of these surveys for the purpose of educator evaluation.

The following outlines steps that the Educator Evaluation Committee has planned and begun in order to ensure usefulness, validity, reliability, and fairness:

- The educator evaluation committee applied their expertise in analyzing each question for validity. Some questions were purged and some were rewritten.
- The evaluation committee performed an alignment check on the surveys with the Connecticut School Leadership Standards. They found all six domains represented in both the parent and the teacher survey.
- The evaluation committee engaged the School Governance Councils in trials and reviews of usefulness in supporting school improvement efforts. They used the results to further refine the validity of questions as well as the clarity of directions, fairness, and usefulness.
- The committee recognizes that confirming validity, reliability, usefulness, and fairness will happen over time and that the surveys are subject to future revision.

## Survey Administration

The Educator Evaluation Committee recognizes that the best method of administering surveys may vary from level to level and school to school. Therefore, it has built flexibility and discretion into the administration of the survey. There are only a limited number of requirements.

### Requirements for the administration of surveys:

1. They must be anonymous
2. They must be administered in the spring semester
3. There must be a cover message from the principal/administrator that clearly informs stakeholders of procedures and purposes associated with the survey.

Among the strategies that they can consider for parent surveys are the following:

- Administering at an open house or other event that attracts large numbers of parents
- Mailing surveys to all families (one per household)
- Offering electronic options
- Mailing postcards that offer a menu of options
- Using the IRIS system to notify parents
- Creating incentives for survey return

Among the strategies that they can consider for teacher surveys are the following:

- Distribution via faculty mailboxes
- Electronic distributions
- Electronic response options
- Faculty meeting distributions
- Return locations that assure anonymity and security

## Survey Analysis

Principals will analyze the results of the surveys for two purposes:

1. To analyze parent survey responses for stakeholder goal options for teachers and themselves.
2. To analyze teacher survey responses for stakeholder goal options for themselves.

Depending on the volume of responses and the availability of funding sources, principals may seek assistance from the IT department or an outside vendor in tabulating and providing an analysis of results.

Principals will engage School Governance Councils in the process of analyzing and utilizing stakeholder feedback as appropriate.

In that surveys should be continually improved over time, principals should report problems with individual questions or survey design to the teacher evaluation committee for review and possible modification.

## Administrator Stakeholder Feedback Guide

<b>Topic</b>	<b>Description</b>
<i>Designation of Stakeholders</i>	Parents and Teachers
<i>Tool for Gathering Stakeholder Feedback</i>	Parent and Teacher Surveys Developed by District (appendix)
<i>Utilization of Stakeholder Feedback</i>	Administrator will select an area for targeted improvement from the teacher and/or parent feedback. (For central office stakeholders, feedback will be from stakeholders they directly serve.)
<i>Standard for Demonstrating Improvement</i>	50% based on measurable evidence of improvement 50% based on implementation of improvement strategies
<i>Rating of Stakeholder Feedback Category</i>	<u>Exemplary</u> =evidence of exceeding the target set for measurable evidence of improvement AND evidence of

	<p>successful implementation of an ambitious set of improvement strategies.</p> <p><u>Proficient</u>=evidence of meeting the target set for measurable evidence (within 10% either way) AND evidence of successful implementation of a reasonable set of improvement strategies.</p> <p><u>Developing</u>=evidence of substantially meeting the target set for measurable evidence (over 50% achievement of target) and evidence of substantial implementation of improvement strategies.</p> <p><u>Below Standard</u>=evidence shows less than 50% attainment of measurable target AND only partial implementation of improvement strategies.</p> <p><i>When evidence splits between ratings for measurable improvement and strategies, an overall judgment of attainment will be applied to assign the rating.</i></p>
<p><i>Timeline of Key Events</i></p>	<p><u>Spring</u>-Administration of parent and teacher surveys (dates and administration to be determined by building administrator based on plan to maximize survey return).</p> <p>Review of feedback and selection of target for improvement. Engage School Governance Council in process.</p> <p><u>Summer</u> -Setting of target for improvement and outlining of improvement strategies in goal setting conference with evaluator.</p> <p><u>Mid-year</u>- At scheduled mid-year conference meeting with evaluator, discuss progress in implementing strategies and any evidence that may forecast measurable improvement. Discuss any revisions that are in order.</p> <p><u>Spring</u>- Survey stakeholders to determine if improvement target has been met.</p> <p><u>Spring</u>- Add evidence of improvement and evidence of strategy implementation to self-assessment document.</p> <p><u>Prior to Close of School</u>- Final conference with evaluator followed by rating assignment by evaluator.</p>

## **Student Learning (45%)**

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

Should a School Performance Index not be available, the entire 45% of an administrator's Student Learning rating will be based on the administrator's SLOs.

### **STATE MEASURES OF ACADEMIC LEARNING (22.5%)**

Currently, the state's accountability system includes two measures of student academic learning:

School Performance Index (SPI) progress – changes from baseline in student achievement on Connecticut's standardized assessments [Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)].

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

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

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

SPI Progress (all students and subgroups)

SPI $\geq$ 88	Did not Maintain.	Maintain		
	1	4		
SPI $<$ 88	<50% target progress	50-99% target progress	100-125% target progress	>125% target progress
	1	2	3	4

Step 2: Each subgroup\* receives a weighting of 10% (up to a maximum of 5 subgroups). The weight of the whole school score is 100%-the total weights of subgroups.

Sample for school with three subgroups:

Factor	Weighting
Whole School	70%
Black Subgroup	10%
Free & Reduced Subgroup	10%
Students with Disabilities Subgroup	10%

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

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

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

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

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

**LOCALLY-DETERMINED MEASURES (22.5%)**

Administrators establish **two** student learning objectives (SLOs). In selecting objectives and measures, certain parameters apply:

- All must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort

graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. (All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.)

- For administrators assigned to a “school in review” or “turnaround” status, indicators must align with the performance targets set out in the school’s mandated improvement plan.

Chart Showing SLO Requirements by Position

	SLO 1	SLO 2
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion
High School Principal	Graduation (this meets requirement for non-tested grades and subjects)	Broad discretion
Elementary or Middle School Assistant Principal	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects consistent with the job responsibilities of the assistant principal being evaluated.
High School Assistant Principal	Graduation (this meets requirement for non-tested grades and subjects)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects consistent with the job responsibilities of the assistant principal being evaluated.
Central Office Administrators	Non-tested grades/subjects.	Broad Discretion

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement

examinations, International Baccalaureate examinations).

- Students’ progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students’ performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

Examples of student learning objectives and indicators of growth are in the chart below:

Grade Level	Student Learning Objective	Indicators of Growth
2 <sup>nd</sup> Grade	Second grade students who stay in my school from September to May will show adequate growth in reading	80% of the second grade students who remain in my school from September –May will show at least one year of growth on the MAP (NWEA)
Middle School	Students will demonstrate understanding of the inquiry process in Science.	78% of students will attain at least the proficient or higher level on the CMT section concerning science inquiry
High School	A high % of tenth grade students will remain on track for graduation in no more than four years.	95% of students will complete tenth grade with 12 credits.

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs.

## Steps for Implementing the Locally Determined Measures of Academic Learning

- The administrator reviews district and school priorities as well as available data. The administrator engages stakeholders in crafting an improvement plan that includes clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are aligned with the priorities and plan identified in the first step.
- The administrator develops SLOs including appropriate indicators of measurement. These must be consistent with the requirements charted above.
- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
  - The objectives are adequately ambitious
  - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives
  - The objectives are based on relevant data
  - Appropriate professional resources are available to support the administrator in meeting the targets.
- The administrator implements strategies and brings data to the mid-year conference with the evaluator. Adjustments are made as necessary and appropriate.

The administrator provides data on the attainment of the SLOs prior to the final conference with the evaluator.

1. The evaluator determines the degree of attainment for each SLO and applies the results to the chart below to determine the ratings for the *Locally Determined Measures of Academic Achievement*.

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
<b>Met two objectives and substantially exceeded the target on at least one.</b>	<b>Met two objectives.</b>	<b>Met one objective and made substantial progress on the other.</b>	<b>Met 0 objectives or met one objective and did not make substantial progress on the other.</b>

## Determining the Overall Student Learning Rating

State Measures (22.5%) + Local Measures (22.5%) = Overall Student Learning Rating

The overall student learning rating is determined by plotting the ratings on the state and locally determined measures.

		STATE	MEASURES OF	STUDENT	LEARNING
		Exemplary	Proficient	Developing	Below Standard
LOCALLY DETERMINED MEASURES OF	Exemplary	Exemplary	Exemplary	Proficient	Gather more information
STUDENT LEARNING	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing
	Below standard	Gather more information	Developing	Developing	Below Standard

In the absence of state testing/SPI, the local measures of student learning will constitute the entire Student Learning Rating.

## **Teacher Effectiveness (5%)**

Teacher effectiveness constitutes 5% of an administrator's evaluation. The teacher effectiveness measure is an aggregation of teachers' student learning objectives (SLOs).

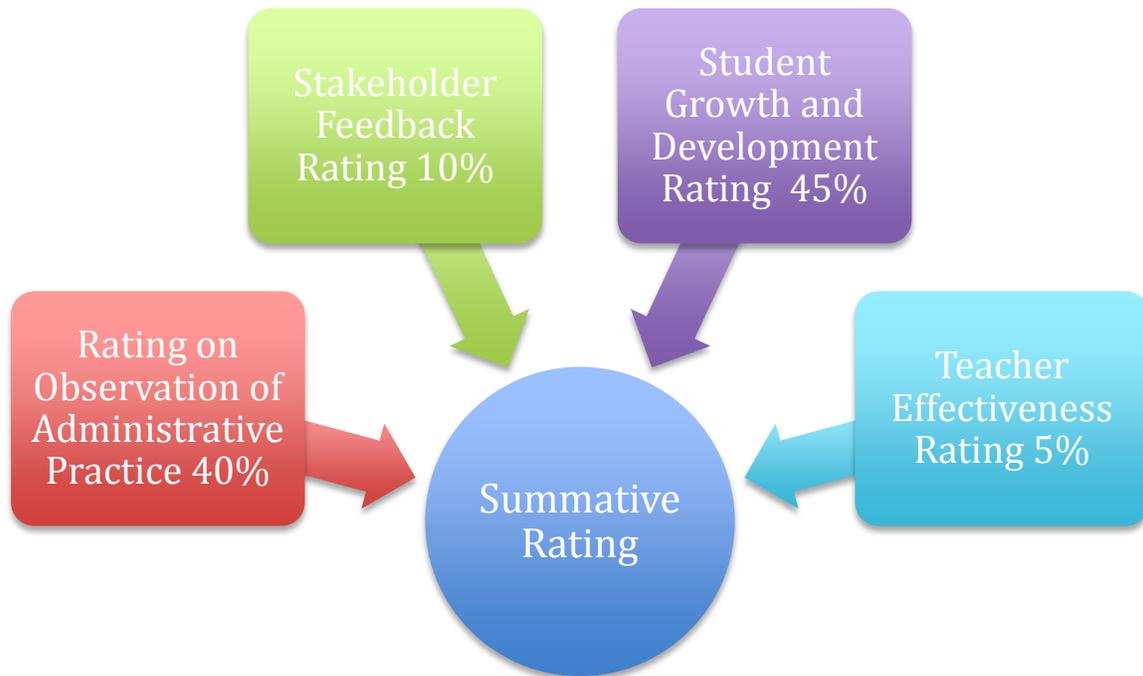
### **Steps in Determining the Teacher Effectiveness Rating**

1. The administrator completes the rating of all SLO's for teachers in his/her building or unit.
2. The administrator determines what percent of teachers attained each of the four ratings (exemplary/proficient/developing/below standard).
3. The administrator shares the information with the evaluator.
4. The following table is used to determine the teacher effectiveness rating for the administrator.

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

## Summative Administrator Evaluation Rating

Administrators are rated in each of the four categories of the administrator evaluation model and subsequently receive a summative rating for their performance.



**The categories are paired into the divisions of Administrator Practice and Student Outcomes.**

**Administrator Practice** = *Observation of Administrator Practice and Stakeholder Feedback.*

**Student Outcomes**=*Student Growth and Development and Teacher Effectiveness*

Each administrator 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

### Determining Summative Ratings

The process for determining summative evaluation ratings has three steps:

- (1) Determining a practice rating,
- (2) Determining an outcomes rating and
- (3) Combining the two into an overall rating using the summative matrix.

Step 1: Determine an overall practice rating (40% + 10%)

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

Example

Component	Score	Weight	Points
Observation of Practice	2	40	80
Stakeholder Feedback	3	10	30
		Total	110

Points	Rating
50-80	Below Standard
81-126	✓ Developing
127-184	Proficient
185-200	Exemplary

Step 2 Determine an overall outcome rating (45%+ 5%)

The outcomes rating is derived from student learning and teacher effectiveness outcomes. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table.

Example

Component	Score	Weight	Points
Student Learning	3	45	135
Teacher Effectiveness	2	5	10
		Total	145

Points	Rating
50-80	Below Standard
81-126	Developing
127-184	✓ Proficient
185-200	Exemplary

Step 3: Apply the overall Practice and Outcome Ratings in the Summative Matrix Below

Administrator Practice Summative Rating

Administrator Outcome Summative Rating

	4	3	2	1
4	Exemplary	Exemplary	Proficient	**
3	Exemplary	Proficient	Proficient	Developing
2	Proficient	Proficient	Developing	Developing
1	**	Developing	Developing	Below Standard

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

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data be anticipated but not available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data, the evaluator may recalculate the administrator’s summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

## Definitions of Effectiveness and Ineffectiveness

Waterbury has adopted the following definitions of effectiveness and ineffectiveness:

<b>Educator Category</b>	<b>Definition of Effectiveness</b>	<b>Definition of Ineffectiveness</b>
Novice-Years 1-2	Summative ratings of developing or better	Summative rating of below standard
Novice Year 3	At least one summative rating of proficient or better in years 1-3 and no summative rating less than developing	Summative rating of below standard
Novice Year 4	Two summative ratings of proficient or better, one of which must be in year 4 and no summative rating less than developing	Below standard summative rating  OR  More than two developing summative ratings in years 1-4
Experienced Educator New to District Year 1	Summative rating of developing or better	Below standard summative rating
Experienced Educator New to District Year 2	At least one summative rating of proficient or better (other summative rating must be at least developing)	Below standard summative rating  OR  Two consecutive summative ratings of developing
Post-Tenure Educator	A pattern of summative ratings of proficient or better with no two consecutive ratings of developing	Summative rating of below standard  OR  Two consecutive summative ratings of developing

## **Dispute-Resolution Process**

A panel, composed of the superintendent or designee, the administrator's union president and a neutral third person, shall resolve disputes where the evaluator and administrator cannot agree on focus areas, targets, objectives, the evaluation period, feedback on performance and practice, or the final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

# **APPENDIX**

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Administrator Evaluation Plan

Connecticut School Leadership Standards

Parent Survey (Revised)

Teacher Survey (Revised)

List of Waterbury Standardized Assessments

Forms to aid the process can be found in the implementation guidelines packet developed for evaluators.

## Parent Survey -Waterbury Public Schools

### Directions:

Thank you for taking the time to fill out our survey. We need information for school improvement planning. If you have several children in this school, think of one of them as you respond. This is an anonymous survey.

Please check your level of agreement with each

1. The school clearly communicates its expectations for my child's learning to my child and to me

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

2. I am satisfied with the opportunities to be involved in my child's education.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

3. The principal(s), supervisors and teachers are accessible.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

4. The school principal(s) consistently addresses and follows through on student issues.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

5. I am satisfied with the timeliness of response I get when I contact my child's school with questions or concerns.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

6. My child's teacher gives helpful comments on homework, classwork, and tests.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

7. The teachers and principal(s) keep me informed about my child's academic progress.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

8. Teachers and the principal(s) make available information about what your child is studying in school.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

9. I feel welcome at my child's school.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

10. My school offers meeting times that work for my schedule if I ask.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

11. My school provides interpreters for meetings if needed.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

12. I attend meetings and conferences at school.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

13. Adults at school treat my child with respect.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

14. The staff at this school treats me with respect.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

15. My child's school is clean.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

16. There is a person or a program in my school that helps students resolve conflicts.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

17. This school is sensitive to issues regarding race, gender, sexual orientation and disabilities.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

18. Crime and violence are a problem at my child's school.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

19. There is inappropriate physical contact or gestures among students at my child's school.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

20. Students treat other students with respect at my child's school.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

Thank you for completing the survey. Please submit at this time.

## Teacher Survey

### Waterbury Public Schools

#### Directions:

Thank you for taking the time to fill out this survey. There are no right or wrong answers. Read each statement carefully and respond based on how you feel. This is an anonymous survey.

Please check your level of agreement with each

1. My school has high academic expectations for all students.  
 Strongly Agree    Agree    Unsure    Disagree    Strongly Disagree
2. Teachers in this school set high standards for student academic work in their classes.  
 Strongly Agree    Agree    Unsure    Disagree    Strongly Disagree
3. Teachers in this school use student data to improve instructional decisions.  
 Strongly Agree    Agree    Unsure    Disagree    Strongly Disagree
4. Up-to-date instructional technology is readily available for teachers' use.  
 Strongly Agree    Agree    Unsure    Disagree    Strongly Disagree
5. Instructional materials are in good condition.  
 Strongly Agree    Agree    Unsure    Disagree    Strongly Disagree
6. I have the materials needed to teach.  
 Strongly Agree    Agree    Unsure    Disagree    Strongly Disagree
7. Collaboration among teachers is encouraged at this school.  
 Strongly Agree    Agree    Unsure    Disagree    Strongly Disagree
8. The administrative team has confidence in the expertise of the teachers.  
 Strongly Agree    Agree    Unsure    Disagree    Strongly Disagree
9. Administrators let staff know what is expected of them.  
 Strongly Agree    Agree    Unsure    Disagree    Strongly Disagree
10. Administrators invite teachers to play a meaningful role in setting goals and making decisions.  
 Strongly Agree    Agree    Unsure    Disagree    Strongly Disagree

11. The administrative team visits classrooms to observe the quality of teaching at this school.  
 Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree
12. Administrators give regular and helpful feedback about my teaching.  
 Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree
13. I feel supported by my assistant principal.  
 Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree
14. Administrators provide teachers with ample time to complete professional responsibilities in the normal school day.  
 Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree
15. Teachers at my school work together to improve their instructional practice.  
 Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree
16. Interactions among teachers in this school are constructive and professional.  
 Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree
17. Teachers at this school trust and respect their administrators.  
 Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree
18. There is a clear mission at this school.  
 Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree
19. In this school there is open and honest communication on important school issues.  
 Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree
20. Obtaining information from parents about student needs is a priority at my school.  
 Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree
21. Teachers and administrators in my school use information from parents to improve instructional practices and meet student learning needs.  
 Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree
22. My school effectively communicates with parents when students misbehave.  
 Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree
23. It is difficult to overcome language or cultural barriers at my school.  
 Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

24. Parents at my school are given the opportunity to become involved in classrooms and the school.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

25. Student contact information is readily available two weeks prior to the start of the school year.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

26. The school environment is conducive to learning.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

27. Order and discipline are consistently maintained.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

28. I can get help at my school to address student behavior and discipline problems.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

29. Adults at my school treat students with respect.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

30. Students at my school treat adults with respect.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

31. Parents treat adults at this school with respect.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

32. There is a person or program in my school that helps students resolve conflicts.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

33. My school is kept clean.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

34. The school is sensitive to issues regarding race, gender sexual orientation and disabilities.

Strongly Agree  Agree  Unsure  Disagree  Strongly Disagree

**Please note a scale change for the following questions:**

**How often. . . .**

35. Do you have conversations or correspond with parents about student behavior?  
\_\_\_Very often    \_\_\_Often    \_\_\_Sometimes    \_\_\_Rarely    \_\_\_Never

36. Have you attempted to have a conversation with a parent but failed because you were not able to contact the parent or the parent did not respond or attend?

Very often     Often     Sometimes     Rarely     Never

37. Have you communicated with parents about their children's progress in class?

Very often     Often     Sometimes     Rarely     Never

38. Have you sent home information on how parents can help students learn at home?

Very often     Often     Sometimes     Rarely     Never

39. Have you sent parents written information on what students are expected to learn?

Very often     Often     Sometimes     Rarely     Never

Thank you for completing the survey. Please submit at this time.