
**WILLINGTON PUBLIC
SCHOOLS**

**PROFESSIONAL
LEARNING
AND
EVALUATION PLAN
2013**

May 29, 2013

MISSION

WILLINGTON

The Willington school community will provide a quality education which will allow students the opportunity to achieve to their maximum potential in order to succeed in a global society.

PROFESSIONAL LEARNING AND EVALUATION PROGRAM

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OVERVIEW

INTRODUCTION

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

The plan was developed in 2012-2013 by EASTCONN and reviewed/edited by WILLINGTON's Professional Development and Learning Plan committee, comprised of the representative teachers and administrators listed below:

David Harding	Superintendent of Schools
Deb Sullivan	Principal, Hall Memorial School
Phil Stevens	Principal, Center Elementary School
Holly McCarthy	Pupil Services Director
Deb Ostien	Teacher, HMS co-president of Willington Education Association
Sean Conlin	Teacher, CES co-president of Willington Education Association

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CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING

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

We believe that:

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

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PHILOSOPHY OF PROFESSIONAL LEARNING AND EVALUATION

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

The Professional Learning Program supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for student learning, and ongoing evaluation with access to professional learning and support. The Program's teacher observation and evaluation instrument developed by the State Department of Education, the *CCT Performance and Practice Continuum* is designed to align with the processes and professional performance profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) program, which provides differentiated professional learning for all beginning teachers. Such alignment promotes the establishment of common, consistent vocabulary and understandings about teacher practice at all levels, among administrators and teachers, throughout the district.

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

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WILLINGTON PROFESSIONAL LEARNING AND EVALUATION PROGRAM GOALS

1. Professionalize the Profession

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

2. Improve the quality and focus of observation and evaluation

- Establish collaborative examinations of instructional practice among administrators and teachers to develop shared understanding of the strengths and challenges within our schools and programs to improve student learning.
- Define and clarify criteria for evaluation and measurement of student learning, using research-based models for evaluation.
- Establish multiple measures to assess professional practice, such as: teacher portfolios; teacher-designed objectives, benchmarks, and assessments of student learning; teacher contributions to school/district level research on student learning and professional resources; mentoring and peer assistance; achievement of learning objectives for student growth, as measured by appropriate standardized assessments, where applicable, or other national or locally-developed curriculum benchmarks and expectations for student learning.
- Improve quantity and quality of feedback to those evaluated.
- Align evaluation findings with professional learning program and support systems.

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

- Align district- and school-level professional learning opportunities with the collective and individual needs of educators, based on data acquired through professional learning goal plans and observations of professional practice.

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- Provide educators with multiple avenues for pursuing professional learning.
- Create formal and informal opportunities for educators to share professional learning with colleagues.

ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING AND EVALUATION

Definition of Teacher and Evaluator

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

Superintendent's Role in the Evaluation Process

- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- Serve as liaison between WILLINGTON's Board of Education and the evaluation process.

Responsibility for Evaluations

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

Administrators of WILLINGTON Schools and Programs

- Teachers
- Guidance Counselors
- Psychologists
- Speech Therapists
- Other Related Services Personnel

Superintendent will be responsible for the evaluation of Willington administrators

Roles and Responsibilities of Evaluators and Evaluatees

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

- The review and understanding of Connecticut's Common Core of Teaching (CCT) and WILLINGTON's Performance and Practice Continuum.
- The review and understanding of Connecticut's Common Core of Leading (CCL) and the Leadership Practice Rubric.

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- The review and familiarity with applicable State and National curriculum standards and assessments.
- Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learnings about professional practice.

Evaluator Roles

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

Evaluatee Roles

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

IMPLEMENTATION OF PROFESSIONAL LEARNING AND EVALUATION PROGRAM

Training and Orientation of Teachers and Administrators

During Spring 2013 and throughout the 2013-14 school year, the district will provide to all educators orientation and training that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

Teachers and administrators new to WILLINGTON (employed during or after the first year of implementation) will be provided with copies of the Professional Learning and

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Evaluating Plan and will engage in training to ensure that they understand the elements and procedures of the program, processes and documents.

New Educator Support and Induction

In the interest of supporting all educators in the implementation of the Program, each WILLINGTON site will offer localized support to staff members new to the district. A variety of general topics will be addressed, including:

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

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

Evaluator Orientation and Support

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

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APPEALS PROCESS

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

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

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

The supervisor's judgment shall not be the focus of an appeal.

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

Time limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties and begin with the date on the appeals notice (appendix k).
2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. If a certified staff member does not initiate the appeals procedure within five days of acknowledged receipt of evaluation materials, the certified staff member shall be considered to have waived the right of appeal.
4. Failure of the certified staff member at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

Procedures

1. Within three days of initiating the appeal, the certified staff member will meet and discuss the matter with the evaluator with the object of resolving the matter informally. The two parties have the option of choosing a facilitator who will review the areas of difference and suggest compromises or resolutions.

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2. If there has been no resolution, within three days each party will appoint one member from the professional staff to an appeals committee. The appointees will then jointly appoint a third member from the professional staff within three days to the superintendent of schools, the evaluator, certified staff member, and appraiser. In order to make its recommendation, the committee will have access to the evaluator, certified staff and all pertinent documents. The evaluator and the certified staff may send additional information and/or documentation to the superintendent of schools as appropriate.

3. The superintendent of schools shall review the recommendations of the committee and any additional information from the evaluator, certified staff member, or appraiser. The superintendent of schools shall meet with both parties as soon as possible. Within three days of the meeting and review of all documentation and recommendations, the superintendent of schools will act as arbitrator and make a final decision.

4. The certified staff member shall be entitled to association representation at all levels of the process.

EDUCATOR EVALUATION PLANS

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TEACHER EVALUATION PLAN

OVERVIEW

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

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

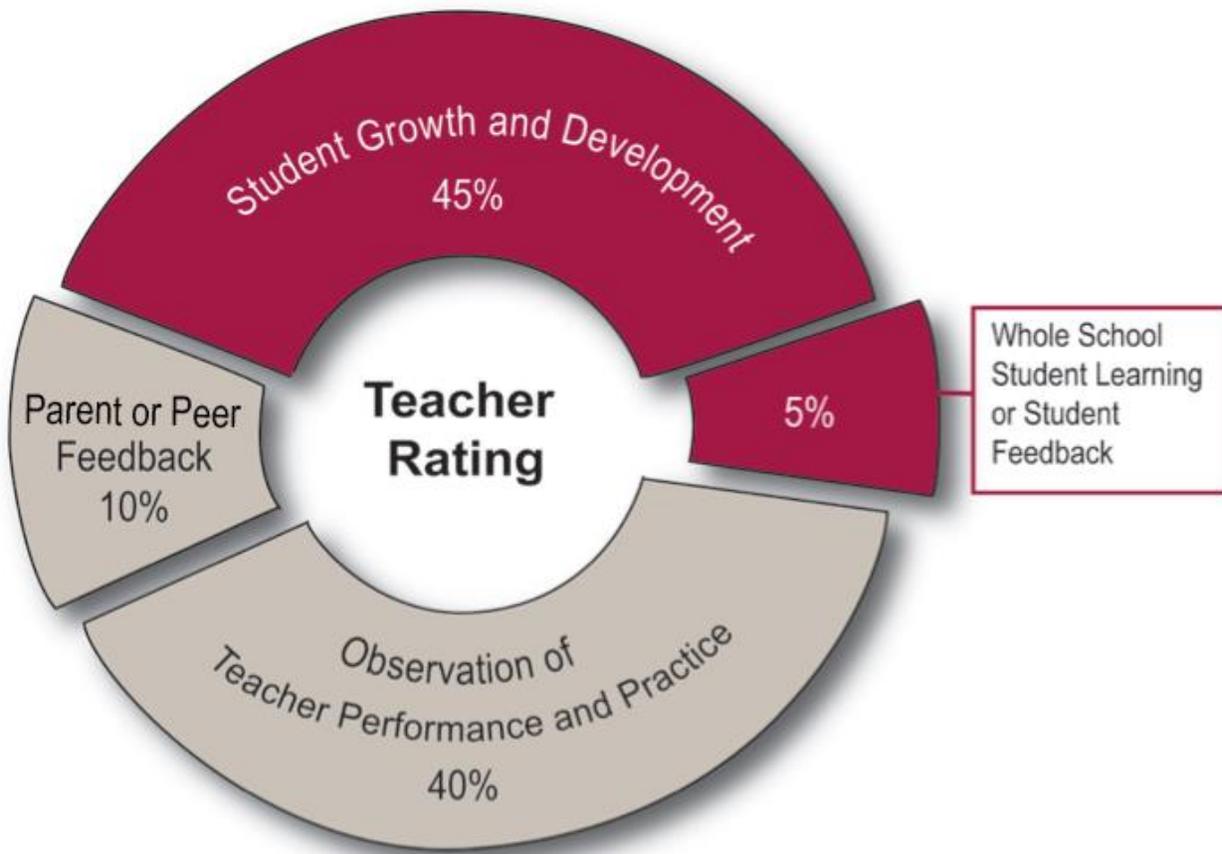
Standards and Indicators of Teaching Practice

The expectations for teacher practice in WILLINGTON's Professional Learning and Evaluation Program are defined using the four domains and their indicators of the Common Core of Teaching (CCT, 2014). The CCT Performance and Practice Continuum, the tool used for observing and assessing teacher practice in each of the domains, reflects the spirit and specifics of the CCT, articulates components of teaching, and establishes designations of levels of practice, including: *Below Standard; Developing; Proficient; Exemplary*. The CCT (2014) and the Performance and Practice Continuum are provided in Appendix A of this document.

Core Requirements of the Evaluation Program

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



PROCESS AND TIMELINE OF TEACHER EVALUATION

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

1. Orientation (by September 15):

- To begin the annual evaluation process, evaluators meet with teachers, in groups and/or individually, to discuss the evaluation process and their roles and

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responsibilities within it. In this meeting, they will review and discuss the following:

1. *CCT Performance and Practice Continuum*.
2. School or district priorities that should be reflected in teacher performance and practice goals.
3. SMART goals related to student academic growth and development.
4. Data regarding whole-school indicators of student learning.
5. Self-assessment processes and purposes.
6. Data collection, including types of data and processes for collection and analysis.
7. Access to the online evaluation system

2. Goal-setting Conference – by October 15:

- *Teacher Reflection*—In advance of the Goal Setting Conference, the teacher will examine data related to current students’ performance (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to teacher’s content area, etc.), prior year evaluation and survey results, previous professional learning goals, and *CCT Performance and Practice Continuum*. The teacher will draft the following goals:
 - a) **two SMART Goals** to address student learning and achievement objectives, which will comprise 45% of a teacher’s summative evaluation;
 - b) **one performance and practice focus area** based on student growth data, whole-school climate or learning data, teacher reflection, previous evaluator observations review of the CCT Continuum, and
 - c) **one focus area with strategies for improving outcomes based on parent or peer feedback data**, for the school year. (10%)

The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

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

<ul style="list-style-type: none">• Lesson Plans• Formative Assessment Data• Summative Assessment Data• Student Work• Parent Communication Logs• Data Team Minutes	<ul style="list-style-type: none">• Class List• Standardized and Non-Standardized Data (based on the teacher’s class)• School-Level Data• CCT Continuum
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- | | |
|---------------|---------------------------|
| • Survey Data | • Performance Assessments |
|---------------|---------------------------|

The teacher and evaluator will meet to discuss the teacher's proposed goals in order to arrive at mutual agreement about them.

3. Observations of practice (see Observation Schedule)

Evaluators will observe teacher practice using a combination formal and informal in class observations and non-classroom reviews of practice throughout the school year, with frequency as noted in the Observation Schedule.

4. Evidence collection and review (throughout school year):

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

5. Mid-Year Formative Conference

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

Non Tenured Teachers: during the mid-year conference non-tenured teachers will be given an interim rating based on observations and school level data. If the teacher is performing at a developing or below standard rating an intensive assistance plan will be put in place to provide the necessary professional development in order for the teacher to demonstrate improvement.

Non-Tenured Intensive Assistance Plan

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Development and Implementation of the Intensive Assistance Plan

Within 5 working days of notification, the teacher and evaluator will meet to write an assistance plan that will include:

- a. Explicit statement of the problem and dissatisfaction with a staff member's performance. This notice must be specific as to what the area(s) of concern is and why it is considered unsatisfactory performance.
- b. Identification of the specific behaviors (observable objectives for improvement) with expected level(s) of performance that the teacher must develop to demonstrate that he/she is competent in the area(s) that were considered unsatisfactory.
- c. Teacher Actions with stated timelines defining the amount and kind of assistance and the frequency of observations and conferences. Written and oral reports of observations shall be given to the teacher within three working days of an observation.

Assistance Options: The evaluator is to offer reasonable assistance so that the teacher can improve his/her performance in the area(s) that were considered unsatisfactory. This assistance may include positive suggestions, resource materials, professional development opportunities, referral to a colleague for peer assistance, or assistance from the outside agency such as Regional Educational Service Center, a college or university or a CSDE resource bank of trained assessors qualified to provide assistance in improving teaching.

Timeline: A timeline, not to exceed 45 school days, which allows the teacher adequate opportunity to improve his/her performance must be stated. The evaluator has the responsibility to monitor the teacher's progress in achieving the objectives established for performance improvement.

Satisfactory Resolution / Progress

At the completion of the Intensive Assistance Timeline, the evaluator will evaluate whether the teacher has successfully met the established objectives. The evaluator then has three options:

- a. If the evaluator decides that sufficient progress has been made toward meeting the established objectives, the teacher will be taken off the intensive assistance plan. A written statement will be included on The Intensive Assistance Evaluation Form indicating that performance in the area(s) of concern has improved and will continue to be monitored.
- b. If the evaluator decides that some progress has been made toward meeting the established objectives, but performance does not yet meet district standards, a recommendation for continuation of the Intensive Assistance Cycle may be made.

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- c. If unsatisfactory performance has persisted, the evaluator may initiate termination procedures.

6. End-of-year summative review

- a. *Teacher self-assessment* (due to the evaluator prior to the end of year conference as determined by the evaluator) The teacher reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing the *CCT Performance and Practice Continuum* and established in the goal-setting conference.
- b. *The self-assessment* should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.
- c. *End-of-year conference* - The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will review evidence that supports the extent to which students met the SMART goals and how the teacher's performance and practice focus contributed to student outcomes and professional growth.
- d. *Summative Rating*—The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix

(See pages 28-31 for explanation of summative ratings and matrix)

COMPONENTS OF TEACHER EVALUATION AND RATING

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

CATEGORY 1: STUDENT GROWTH AND DEVELOPMENT(45%)

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

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SMART goals related to student growth and development. SMART Goals shall be developed using multiple measures including standardized and non-standardized. One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and/or subjects or another standardized measure for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test a, and such interim assessments shall be included in the overall score for those teaching tested grades and/or subjects. Those without an available standardized measure will select, through mutual agreement, an additional non-standardized measure.

- *SMART GOAL based on Standardized indicators (comprises 22.5% of teacher's evaluation rating).* For those teaching tested grades and/or subjects, SMART goals will be developed based on an analysis of results of student achievement over time on the appropriate state test and/or other standardized assessments where available. If no standardized assessment is available, teachers will select through mutual agreement, at least one additional non-standardized measure.
 - Teachers in non-tested grades and/or subjects may establish common SMART goals based on student learning needs and measurable targets revealed in aggregate data from state tests or other standardized assessments where available
- *SMART goal based on Non-standardized measures (comprises 22.5% of teachers evaluation rating):* Sources for the development of SMART goals based on non-standardized indicators may include:
 - Benchmark assessments of student achievement
 - Student portfolios of examples of work in content areas, collected over time and reviewed annually.
- SMART goals for all personnel must demonstrate alignment with school-wide student achievement priorities

Goal Setting

WILLINGTON teachers' SMART goals address the learning needs of their students and are aligned to the teacher's assignment. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Teachers will write two (2) SMART goals that will address targeted areas for student growth and/or achievement.

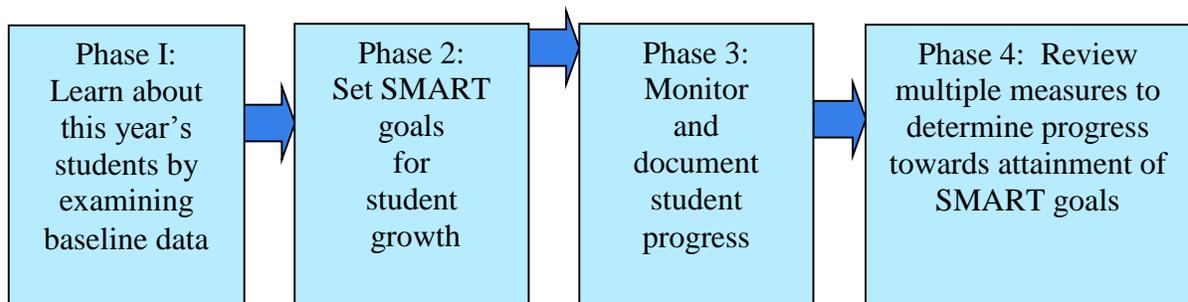
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Each SMART goal will:

1. consider the academic record and overall needs and strengths of the students that teacher is teaching that year/semester.
2. address the most important purposes of a teacher's assignment through self-reflection.
3. align with school, district, and state student achievement objectives.
4. take into account students' learning needs vis-à-vis relevant baseline data.
5. be aligned to state and national curriculum standards/frameworks.
6. be mutually agreed upon by teacher and their evaluator.
7. be fair, valid, reliable and useful to the greatest extent possible.

SMART Goals and Student Progress

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



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Phase I:
Learn about
this year's
students by
examining
baseline data

To write meaningful and relevant SMART goals that align to their teaching assignment and result from a thorough knowledge of their students, data analysis is required.

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

1. Student outcome data (academic)
2. Behavior data (absences, referrals)
3. Perceptual data (learning styles and inventories, anecdotal)

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

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

Phase 2:
Set SMART goals
for
student
growth

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

Teachers will submit their SMART goal(s) to their evaluator for review and approval. The review and approval process of the SMART goal will take place during the Goal-Setting conference, on or before October 15.

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Phase 3:
Monitor and
document
student
progress

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

Teachers may monitor and document student progress through:

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

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

Mid-Year Formative Conference:

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

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

End-of-year review of SMART goals/ Student Outcomes and Achievement:

End of Year Conference – The teacher shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will reflect student progress toward meeting SMART goals for learning. The evidence will be submitted to the evaluator,

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and the teacher and evaluator will discuss the extent to which the students met the learning goals/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for the 4 performance level designations shown in the table below. If state test data may have a significant impact on a final rating, a final rating may be revised before September 15 when state test data are available.

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

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

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

CATEGORY 2: TEACHER PERFORMANCE AND PRACTICE (40%)

Forty percent (40%) of a teacher's evaluation will be based on evidence of teacher practice and performance, using the *CCT Performance and Practice Continuum*.

CCT Performance and Practice Continuum

The CCT instrument for the Professional Learning and Evaluation Program has been developed to align with Connecticut's Common Core of Teaching (CCT) and to reflect the content of its domains and indicators. The CCT has defined for Connecticut's educators key aspects of effective teaching, correlated with student learning and achievement, that have been evidenced in professional literature.

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The *CCT Performance and Practice Continuum*, which observers will use in conducting teacher observations and reviews of practice, was developed by teams of educators (including teachers, building-level administrators, central office administrators, and professional developers), who reviewed the four domains and accompanying indicators that comprise the CCT, relevant research on effective instructional practices that improve student learning and achievement, and other models for observation of professional teaching practice (Danielson, 2011; Marshall, 2011; Marzano, et al., 2011). The *CCT Continuum* represent a distillation of each of these resources to essential elements, crucial to effective practice, that can be observed and applied in appraisals of teachers.

The *CCT Continuum* addresses several principles where are essential components of effective teacher performance and practice. These principles are explicitly embedded in the *Continuum* as observable practices, and teachers and evaluators are required to reflect on these practices during pre- and post-observation conferences and self-evaluations. The overarching principles of the CCT's Performance and Practice Continuum are:

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

Key attributes of teacher performance and practice outlined in the CCT are reflected in the descriptors of the Indicators within the *CCT Continuum*, so that evaluators and teachers may understand how these attributes apply in practice, observations, and evaluation. Teacher lesson plans and associated documentation, pre-observation, post-observation, and teacher self-reflection forms and related conversations, as well as non-classroom reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide rich data related to the CCT standards and the effectiveness of teachers' performance and practice.

In employing the CCT as its foundation Willington maintains consistency with Connecticut's TEAM program of mentorship and professional development of new

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teachers. TEAM's Performance Profiles, which also describe attributes of effective teaching practice along a continuum for each of its professional growth modules, apply the CCT indicators as the focus for new teacher reflection on their practice and development of differentiated professional growth plans. The CCT Continuum and TEAM both rely on rich professional discussion about and reflection on professional practice to advance teacher effectiveness and student learning. Therefore, consistency between these two programs makes it possible for all educators to acquire common understandings and language about teaching and learning, with the intent of enriching collaboration, communication, and community to pave the way for school improvement and success for all students.

Teacher Focus Area for Performance and Practice

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

Data Gathering Process

WILLINGTON evaluators will use the *CCT Continuum* to guide data collection from three sources: teacher conferences, classroom observations, reviews of practice and artifacts and evidence aligned to specific Domains.

Over the course of the school year, evaluators will gather evidence for all Indicators and Domains of the *CCT Continuum* which will allow teachers to demonstrate: the context for their work; their ability to improve student learning and performance; their ability to engage in reflective practice to improve their own knowledge and skills; how they exercise leadership skills within their classrooms, schools and district.

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<i>Data-Informed Observation of Teacher Performance and Practice (40%)</i>		
	<i>EXAMPLES OF DATA</i>	<i>IMPORTANCE OF DATA</i>
<i>Conferences</i>	<p><i>Data related to all 4 domains</i></p> <ul style="list-style-type: none"> • <i>Conversation and artifacts that reveal the teacher has an understanding of, content, students, strategies, and use of data</i> • <i>Teacher’s use of data to inform instruction, analyze student performance and set appropriate learning goals</i> 	<ul style="list-style-type: none"> • <i>Provides opportunities for teachers to demonstrate cause and effect thinking.</i> • <i>Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning</i> • <i>Provides context for observations and evaluation</i>
<i>In-class formal observations</i>	<p><i>Data related to Domains 1-3</i></p> <ul style="list-style-type: none"> • <i>Teacher-student, student, student-student conversations, interactions, activities related to learning goals</i> 	<ul style="list-style-type: none"> • <i>Provides evidence of teacher’s ability to improve student learning and promote growth</i>
<i>Non-classroom reviews of practice</i>	<p><i>Data related to Domain 4</i></p> <ol style="list-style-type: none"> <i>1. Teacher reflection, as evidenced in pre- and post-conference data.</i> <i>2. Engagement in professional development opportunities, involvement in action research.</i> <i>3. Collaboration with colleagues</i> <i>4. Teacher-family interactions</i> <i>5. Ethical decisions</i> 	<ul style="list-style-type: none"> • <i>Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.</i>

Observation of Teacher Practice

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual teachers with insights

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regarding the impact of their management, planning, instruction, and assessment practices on student growth. Evaluators will observe teacher practice in formal and informal in-class observation and non-classroom reviews of practice throughout the school year, with frequency based on the year of implementation of the plan and the teacher's summative evaluation rating.

OBSERVATION SCHEDULE

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
1st and 2nd Year Teachers Teachers Designated Below Standard or Developing (Participation in Professional Assistance Support System) New WILLINGTON Employees	3 in-class formal observations	All must have pre-conferences, all must have post-conferences. Feedback will be verbal and/or written.
	One in-class informal unannounced observation	
	At least one review of practice	
Teachers with Three or More years and designated as Proficient or Exemplary Every 3 years	One in-class formal observation	In-class observation must have pre and post-conferences.
	One review of practice	Feedback for review of practice will be verbal and/or written.
Teachers with Three or More years and designated as Proficient or Exemplary Other years of 3 year cycle	3 in-class informal observations	Feedback will be verbal and/or written.
	One review of practice	

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**Teachers with proficient or exemplary designations may receive a formal in-class observation if an informal observation or review of practice in a given year results in a concern about the teacher's practice.*

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for all Indicators within each of the Domains 1-4 evaluators will use the CCT Continuum to initially assign ratings of Below Standard, Developing, Proficient or Exemplary. **Ratings can be made at the Domain and indicator level.**

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

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

EVALUATOR TRAINING AND PROFICIENCY

Formal observations of classroom practice are guided by the Domains and indicators of the CCT *Performance and Practice Continuum*. Evaluators participate in training and are required to be proficient in the use of the *Continuum* for educator evaluation.

After the first year of implementation, all evaluators new to WILLINGTON will be required to participate in the training and proficiency described above.

CATEGORY 3. PARENT OR PEER FEEDBACK (10%)

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Ten percent (10%) of a teacher's evaluation shall be based on parent or peer feedback, including data from surveys and may also include focus group data. School administrators may determine whether to pursue parent feedback goals or peer feedback goals based on survey data and the needs of the school.

The survey used to capture parent feedback will be anonymous and demonstrate fairness, reliability, validity and usefulness. All WILLINGTON schools will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered one time per year. The survey data will be used by teachers as baseline data for the following academic year. Analysis of survey data will be conducted on a school-wide basis and may result in one school-wide goal to which all certified staff will be held accountable.

Once the school-wide parent feedback goal has been determined by the school, teachers will identify the strategies they will implement to achieve the school-wide goal. Teacher ratings will be determined using a 4-level performance matrix. Ratings will be based on evidence of teacher's implementation of strategies used to address areas of need as identified by the survey results.

The peer feedback goal will be developed in peer collaborative partnerships which will be determined in conjunction with the building administrator. With the approval of the building administrator, these peer partnerships will develop a goal based on the CCT rubric and school wide initiatives. The collaborations could consist of a variety of peer observations, data collection and reflections.

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

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

WILLINGTON schools will define and communicate a Whole School Learning Indicator that is based on the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating. (Administrator's 45%)

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

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

SUMMATIVE TEACHER EVALUATION RATING:

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

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

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for teachers district-wide or even statewide.

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

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

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

Determining Summative Ratings

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

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

The practice rating derives from a teacher's performance on the four domains of the CCT Performance and Practice Continuum and the parent or peer feedback target. Evaluators record a rating for the domains and/or indicators that generates an overall rating for teacher practice. The Parent or Peer Feedback rating is combined with the Teacher Practice rating and the evaluator uses the matrix to determine an overall Teacher Performance & Practice Rating.

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B. OUTCOMES: Student Outcome & Achievement (45%) + Whole-School Student Learning Indicators (5%) = 50%

The outcomes rating derives from the two student outcome & achievement measures – 2 SMART goals – and whole-school learning indicators outcomes. As shown in the Summative Rating Form, evaluators record a rating for the SMART goals agreed to in the beginning of the year. The Whole-School Student Learning Indicator Rating is combined with the SMART goals rating and the evaluator uses the matrix to determine an overall Outcomes Rating

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

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

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

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

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

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

1. Annual summative evaluations must provide each teacher with a summative rating aligned to one of four performance evaluation designations: Exemplary, Proficient, Developing and Below Standard.
2. In order to determine summative rating designations for each teacher, WILLINGTON evaluators will:
 - A. Rate teacher performance in each of the four Categories:
 1. Student Growth and Development;
 2. Observations of Teacher Performance and Practice;
 3. Parent or Peer Feedback, and
 4. Whole-School Student Learning Indicators.
 - B. Combine the Student Growth and Development and Whole-School Student Learning Indicator rating into a single rating, taking into account their relative weights. This will represent an overall "**Outcomes Rating**" of Exemplary, Proficient, Developing, or Below Standard.
 - C. Combine the Observations of Teacher Performance and Practice rating and the Parent or Peer Feedback rating into a single rating, taking into account their relative weights; this will represent an overall "**Practice Rating**" of Exemplary, Proficient, Developing, or Below Standard.
 - D. Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, teachers will be assigned a summative rating category of **Exemplary, Proficient, Developing, or Below Standard**.

DEFINITION OF TEACHER EFFECTIVENESS AND INEFFECTIVENESS

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

Any teacher having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan. (See description of Teacher Professional Assistance and Support System that follows.

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TEACHER PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS) (INDIVIDUAL PERFORMANCE REMEDIATION PLAN)

Teachers who receive a summative evaluation ratings of Developing or Below Standard will be notified in writing at a conference. Teachers will collaborate with their evaluator (or designee) in the development of a support plan. The teacher may choose to involve their local association president (or designee). The plan will be created prior to the conclusion of the school year. The process will identify areas of improvement needed and will include supports that Willington will provide to address the performance areas identified as in need of improvement.

The plan must include the following components:

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

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level. The teacher, local association president or designee, and evaluator or designee will sign the plan. The contents of the plan will be confidential. . A teacher may be put on a plan due to identified concerns by an administrator at any time.

IMPROVEMENT AND REMEDIATION PLAN (60 DAYS)

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The Improvement and Remediation Plan is a further step in the attempt to provide a teacher with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. Based on a determination by the appropriate administrator, the administrator and/or evaluator will help the teacher outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The evaluator will provide consistent supervision and monitoring as outlined in the plan.

At the end of the remediation period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is Effective (*Proficient or Exemplary*), the evaluator will designate placement of that teacher to a normal plan phase. If the teacher demonstrates he/she is not Effective (*Developing or Below Standard*), the evaluator will have the option of either moving the Teacher into an Intensive Intervention Plan (30 School days) or recommend termination of employment to the Superintendent/Board of Education. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

INTENSIVE INTERVENTION PLAN (30 DAYS)

The Intensive Intervention Plan is the final attempt and is implemented after the Improvement and Remediation Plan to provide the supports necessary to meet the requirements of the position. The teacher, evaluator, and/or another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The evaluator and/or the teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Weekly observations followed by feedback will be provided during this phase.

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

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Resolution of Differences

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to the Superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

EDUCATION SPECIALIST EVALUATION PLAN

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

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

Goals of the Education Specialist Professional Learning and Evaluation Plan:

- improve learner outcomes through meaningful evaluation of practice of education specialists, aligned with professional learning;
- improve school-wide (or WILLINGTON agency-wide) learning goal outcomes through effective collaboration among educators;
- improve the quality of instruction by ensuring accountability for learner outcomes and educational specialist effectiveness,
- provide professional assistance and support for education specialists when and where necessary.

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Who are Education Specialists

Education Specialists include non-teaching, non-administrative education professionals who provide a variety of services to students, teachers, and parents. Specialists include counselors, library/media specialists and school psychologists.

Who Evaluates Education Specialists?

WILLINGTON administrators are responsible for Education Specialists evaluations.

Performance Standards

It is expected that education specialists and their evaluators will be knowledgeable about the professional standards for each specialist they will evaluate. Those standards form the basis for goal-setting, assessment of professional practice, and alignment of professional learning opportunities with the needs of education specialists. In observations of practice, evaluators will use the domains and indicators outlined in WILLINGTON's CCT Performance and Practice Continuum that has been adapted for evaluation of education specialists.

EDUCATION SPECIALIST EVALUATION PROCESS

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

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

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

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1. Orientation – by September 15:

- To begin the annual evaluation process, evaluators meet with education specialists, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:
 - a. *CCT Performance and Practice Continuum*.
 - b. School and/or district priorities that should be reflected in specialists' performance and practice goals.
 - c. SMART goals related to student needs.
 - d. Data regarding whole-school or district indicators of student learning or district.
 - e. Self-assessment processes and purposes.
 - f. Data collection, including types of data and processes for collection and analysis.
 - g. Access to the online evaluation system
 - h.

2. Goal-setting Conference – by October 15:

- *Education Specialist Reflection*—In advance of the Goal Setting Conference, the education specialist will examine data related to current students' needs and performance data, prior year evaluation and survey results, previous professional learning goals, and the professional standards for their area of practice and the CCT Performance and Practice Continuum. The educational specialists will draft the following goals, specific to their assignments:
 1. **two SMART goals** to address student growth and development objectives which will comprise 45% of the education specialist summative evaluation;
 2. **one focus area with identified strategies for improving outcomes based on data from parent or peer feedback**, determined by the school administrator, for which specialists will indicate their strategies for achieving this school-wide goal, which will comprise 10% of their evaluation; and
 3. **one focus area for professional practice** based on data from education specialist reflection and evaluator's observations which is reflected in the performance area of the evaluation process (40%).

- *Goal-setting conference* – No later than October 15 of the school year, the evaluator and education specialist will meet to discuss the specialist's proposed

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goals in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the specialist and evaluator about the specialist’s practice. The evaluator collects evidence about specialist practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

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

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

3. Evidence collection and review (throughout school year):

The education specialist collects evidence about his/her practice and outcomes related to the SMART goals that is relevant to the agreed-upon professional goals. The evaluator also collects evidence about specialist practice for discussion in the interim conference and summative review.

4. Observations of practice (See Observation Schedule)

Evaluators will observe specialists’ practice using a combination of formal and informal observations/reviews of practice throughout the school year, with the frequency schedule based on the specialist’s previous year’s summative evaluation rating, where available.

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5. Mid-Year Formative Conference

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

6. End-of-year summative review

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

COMPONENTS OF EDUCATION SPECIALIST EVALUATION*

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

CATEGORY 1: STUDENT GROWTH AND DEVELOPMENT (45%)

Two SMART goals, addressing student growth and development objectives will comprise 45% of the education specialist summative evaluation;

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As per the Guidelines, because of the unique nature of the roles fulfilled by Education Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:

Districts shall be granted flexibility in using Indicators of Academic Growth and Development to measure attainment of goals and/or objectives for student growth. The Goal-setting conference for identifying the IAGD shall include the following steps:

- The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
- The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
- The educator and evaluator should identify the unique characteristics of the population of learners which would impact learner growth.
- The educator and evaluator will identify the learning standard to measure: the assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

Forty-five percent (45%) of a specialist's evaluation will be based on attainment of agreed upon measures of learner outcomes defined by the SMART Goal(s) that are aligned to multiple measures of learner growth.

Sources for the development of SMART goals may include:

- Evaluations from Professional Learning workshops
- Surveys from learners
- Focus groups
- Portfolios of examples of work
- Other indicators of learner growth as appropriate to the specialist's role

Goal Setting

WILLINGTON specialist's SMART goals address the learning needs of their students and are aligned to the specialist's assignment and, where applicable, to IEP goals and objectives. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Education specialists will

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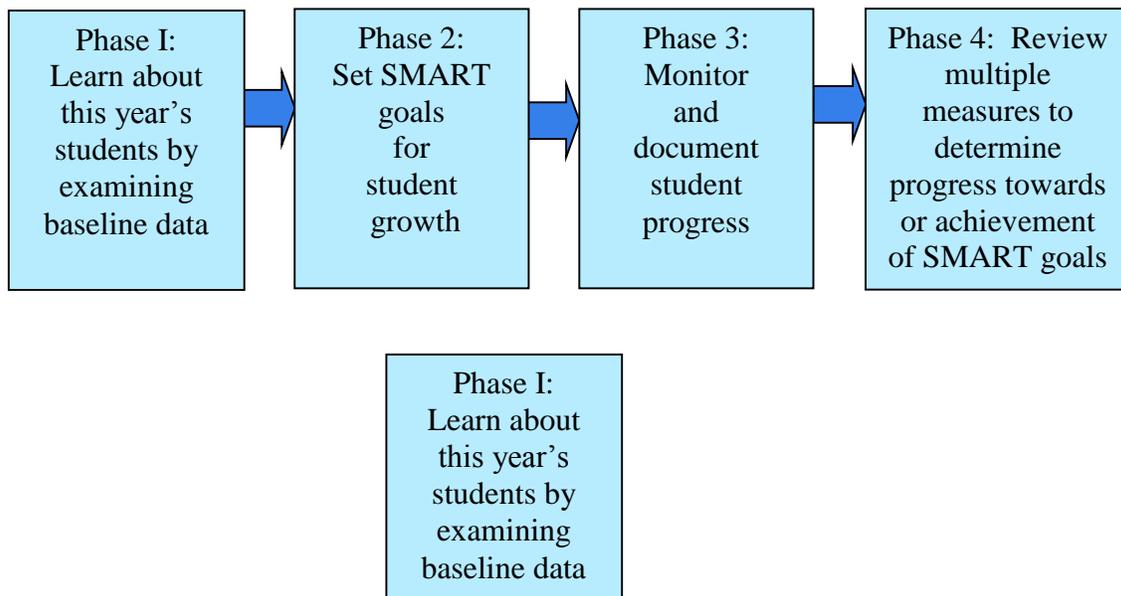
write two (2) SMART goals that will address targeted areas for student growth and/or development.

Each SMART goal will:

1. take into account the academic records and overall needs and strengths of the students assigned to the education specialist that year/semester.
2. address the most important purposes of a specialist's assignment through self-reflection.
3. align with school, district, and state student achievement objectives.
4. take into account students' learning needs vis-à-vis relevant baseline data.
5. consider Public School Information System (PSIS) factors.
6. be mutually agreed upon by specialist and their evaluator.
7. be fair, valid, reliable and useful to the greatest extent possible.

SMART Goals and Student Progress

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



To write meaningful and relevant SMART goals that align to the specialist's assignment and result from a thorough knowledge of their students, data analysis is required.

Examples of data that specialists will be required to analyze are:

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1. Student outcome data
2. Behavior data
3. Program data
4. Perceptual data

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

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

Phase 2:
Set SMART goals
for
student
growth

Each SMART goal should make clear (1) what evidence was or will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. It is through the Phase I examination of student data that specialists will determine what level of performance to target for which students.

Education specialists will submit their SMART goal(s) to their evaluator for review and approval. The review and approval process of the SMART goal will take place during the Goal-Setting conference.

Phase 3:
Monitor and
document
student
progress

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

Specialists may choose to share their interim findings with teaching colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress.

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Artifacts related to the specialist's monitoring practices can be reviewed and discussed during the Mid-Year Conference.

Mid-Year Formative Conference

Education specialists and teachers will review progress toward the goals/objectives at least once during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches specialists use. Specialists and evaluators may mutually agree to mid-year adjustments to SMART goals to accommodate changes (e.g., student populations, assignment).

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

End-of-year review of SMART goals/ Student Outcomes and Achievement:

Education Specialist Self-Assessment – The specialist reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. Specialists will reflect on the SMART goals by responding to the following four statements:

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

End of Year Conference – The specialist will collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will reflect student progress toward meeting SMART goals for learning. The evidence will be submitted to the evaluator, and the specialist and evaluator will discuss the extent to which the students met the learning goals/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for the 4 performance level designations shown in the table below.

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

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

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

Training for Education Specialists and Evaluators

Training will be the same as indicated in the teacher evaluation plan.

CATEGORY 2: PROFESSIONAL PRACTICE (40%)

Forty percent (40%) of an education specialist's evaluation will be based on evidence of practice and performance using the ***CCT Performance and Practice Continuum***

CCT Performance and Practice Continuum

The observation instrument for the Professional Learning and Evaluation Program has been developed to align with Connecticut's Common Core of Teaching (CCT) and to reflect the content of its domains and indicators. The CCT has defined for Connecticut's educators key aspects of effective teaching, correlated with student learning and achievement, that have been evidenced in professional literature.

The CCT Performance and Practice Continuum, which observers will use in conducting teacher and education specialist observations and reviews of practice, was developed by teams of educators (including teachers, building-level administrators, central office administrators, and professional developers), who reviewed the four domains and accompanying indicators that comprise the CCT, relevant research on effective instructional practices that improve student learning and achievement, and other models for observation of professional teaching practice (Danielson, 2011; Marshall, 2011; Marzano, et al., 2011). The *CCT Continuum* represent a distillation of each of these

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resources to essential elements, crucial to effective practice, that can be observed and applied in appraisals of teachers. and education specialists

The *CCT Continuum* has also been adapted for use in observation of the professional practice of education specialists. This adapted version addresses several principles which are essential components of effective education specialist performance and practice. These principles are explicitly embedded in the adapted *Continuum* as observable practices, and specialists and evaluators are required to reflect on these practice during pre- and post-observation conferences and self-evaluations. The overarching principles of the Performance and Practice Continuum are:

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

Key attributes of education specialist performance and practice outlined in the CCT are reflected in the descriptors of the Indicators within the *CCT Continuum for Education Specialists*, so that evaluators and specialists may understand how these attributes apply in practice, observations, and evaluation. Education specialists lesson plans, interventions, action plans, and associated documentation, pre-observation, post-observation, and specialist self-reflection forms and related conversations, as well as reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide rich data related to the CCT standards and the effectiveness of education specialists' performance and practice.

In employing the CCT as its foundation, the *CCT Performance and Practice Continuum for Education Specialists* maintains consistency with the *CCT Performance and Practice Continuum* that is employed in teacher evaluation. Both versions of the *Continuum* rely on rich professional discussion about and reflection on professional practice to advance educator effectiveness and student learning. Therefore, consistency among professional language and concepts regarding instructional practices makes it possible

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for all educators to acquire common understandings and language about teaching and learning, with the intent of enriching collaboration, communication, and community to pave the way for school improvement and success for all students.

Education Specialist Focus Area for Performance and Practice

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

Data Gathering Process

WILLINGTON evaluators will use the *CCT Continuum* to guide data collection from three sources: conferences with specialists, classroom observations and reviews of practice. Over the course of the school year, evaluators will gather evidence for all Indicators and Domains of the *CCT Continuum* which will allow specialists to demonstrate: the context for their work; their ability to improve student learning and/or performance and outcomes; their ability to engage in reflective practice to improve their own knowledge and skills; how they exercise leadership skills within their classrooms, schools and district.

Data-Informed Observation of Education Specialist Performance and Practice (40%)		
SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Conferences	Data related to all 6 domains <ul style="list-style-type: none"> • Conversation and artifacts that reveal the specialist has an understanding of, content, students, strategies, and use of data • Specialist use of data to inform instruction, analyze student performance and set appropriate goals 	<ul style="list-style-type: none"> • Provides opportunities for specialists to demonstrate cause and effect thinking. • Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning • Provides context for observations and evaluation

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Observations	Data related to Domains 2-5 <ul style="list-style-type: none"> • Specialist-student, student-student conversations, interactions, activities related to learning goals 	<ul style="list-style-type: none"> • Provides evidence of specialist’s ability to improve student learning and promote growth
Non-classroom reviews of practice Documentation Log	Data related to Domain 6 <ol style="list-style-type: none"> 6. Specialist reflection, as evidenced in pre- and post-conference data. 7. Engagement in professional development opportunities, involvement in action research. 8. Collaboration with colleagues 9. Specialist-family interactions 10. Ethical decisions 	<ul style="list-style-type: none"> • Provides evidence of specialist as learner, as reflective practitioner and teacher as leader.

Observation of Education Specialist Practice

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual educators with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. Evaluators will observe specialists practice throughout the school year, with frequency based on the year of implementation of the plan and the teacher’s summative evaluation rating.

OBSERVATION SCHEDULE

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
1st and 2nd Year Teachers Teachers Designated Below Standard or Developing (Participation in Professional Assistance Support System)	3 in-class formal observations	All must have pre-conferences, all must have post-conferences. Feedback will be verbal and/or written.
	One in-class informal unannounced observation	
	At least one review of practice	

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New WILLINGTON Employees		
Teachers with Three or More years and designated as Proficient or Exemplary Every 3 years	One in-class formal observation	In-class observation must have pre and post-conferences.
	One review of practice	Feedback for review of practice will be verbal and/or written.
Teachers with Three or More years and designated as Proficient or Exemplary Other years of 3 year cycle	3 in-class informal observations	Feedback will be verbal and/or written.
	One review of practice	

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for all Indicators within each of the Domains 1-4, evaluators will use the CCT Continuum to initially assign ratings of Below Standard, Developing, Proficient or Exemplary. Ratings will be made at the Domain and/or indicator level.

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

Ratings Guidelines for Observation of Education Specialist Performance and Practice	
Rating	Criteria
Exemplary	Minimum of three exemplary ratings and no ratings below proficient
Proficient	Minimum of three proficient ratings and no rating below standard
Developing	Minimum of 2 proficient ratings and not more than one rating below standard
Below Standard	Two or more ratings below standard

EVALUATOR TRAINING AND PROFICIENCY

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Formal observations of classroom practice are guided by the Domains and indicators of the *CCT Performance and Practice Continuum*. Evaluators participate in extensive training and are required to be proficient in the use of the *Continuum* for educator evaluation as described in the Teacher Evaluation Plan.

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

CATEGORY 3. PARENT OR PEER FEEDBACK (10%)

Ten percent (10%) of a specialist's evaluation shall be based on parent or peer feedback, including data from surveys and may also include focus group data. School administrators may determine whether to pursue parent feedback goals or peer feedback goals based on survey data and the needs of the school.

The survey used to capture parent feedback will be anonymous and demonstrate fairness, reliability, validity and usefulness. All WILLINGTON schools will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered one time per year. The survey data will be used by specialists as baseline data for the following academic year. Analysis of survey data will be conducted on a school-wide basis and result in one school-wide goal to which all certified staff will be held accountable.

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

The peer feedback goal will be developed in peer collaborative partnerships which will be determined in conjunction with the building administrator. With the approval of the building administrator, these peer partnerships will develop a goal based on the CCT rubric and school wide initiatives. The collaborations could consist of a variety of peer observations, data collection and reflections.

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

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

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WILLINGTON schools will define and communicate a Whole School Learning Indicator that is based on the school performance index (SPI) to which all certified staff will be held accountable. Certified staff will be asked to articulate in writing how they will, through their instructional practice, contribute to the achievement of the Whole School Learning Indicator.

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

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

SUMMATIVE EDUCATION SPECIALIST EVALUATION RATING:

Each education specialist will receive an annual summative rating in one of four levels:

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

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for education specialists district-wide or even statewide.

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

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

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

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Determining Summative Ratings

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

A. PRACTICE: Education Specialists Performance & Practice (40%) + Parent or Peer Feedback (10%) = 50%

The practice rating derives from a specialist's performance on the four domains of the CCT Performance and Practice Continuum and the parent or peer feedback target. Evaluators record a rating for the domains that generates an overall rating for specialist practice. The Parent or Peer Feedback rating is combined with the Education Specialist Practice rating and the evaluator uses the matrix to determine an overall Education Specialist Performance & Practice Rating.

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

The outcomes rating derives from the two student outcome & achievement measures – 2 SMART goals – and whole-school learning indicators outcomes. As shown in the Summative Rating Form, evaluators record a rating for the SMART goals agreed to in the beginning of the year. The Whole-School Student Learning Indicator Rating is combined with the SMART goals rating and the evaluator uses the matrix to determine an overall Outcomes Rating

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

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

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

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

Education Specialist Practice Rating

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Education Specialist Outcomes Rating		<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>
	<i>Proficient</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Proficient</i>	<i>Below Standard</i>
	<i>Developing</i>	<i>Proficient</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Below Standard</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>	<i>Below Standard</i>

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

1. Annual summative evaluations must provide each education specialist with a summative rating aligned to one of four performance evaluation designations: Exemplary, Proficient, Developing and Below Standard.
2. In order to determine summative rating designations for each education specialist, WILLINGTON evaluators will:
 - A. Rate specialist’s performance in each of the four Categories:
 1. Student Outcomes and Achievement;
 2. Observations of Performance and Practice;
 3. Parent or Peer Feedback, and
 4. Whole-School Student Learning Indicators.
 - B. Combine the Student Growth and Development and Whole-School Student Learning Indicator rating into a single rating, taking into account their relative weights. This will represent an overall “**Outcomes Rating**” of Exemplary, Proficient, Developing, or Below Standard.
 - C. Combine the Observations of Performance and Practice rating (Category 2, above) and the Parent or Peer Feedback rating (Category 3, above) into a single

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- rating, taking into account their relative weights; this will represent an overall “**Practice Rating**” of Exemplary, Proficient, Developing, or Below Standard.
- D. Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, education specialists will be assigned a summative rating category of **Exemplary, Proficient, Developing, or Below Standard**. See Appendix C of this document for example.

DEFINITION OF TEACHER EFFECTIVENESS AND INEFFECTIVENESS

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

Any teacher having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan. (See description of Teacher Professional Assistance and Support System that follows.

A tenure educator shall generally be deemed ineffective if said educator receives at least two sequential “developing” ratings or one “below standard” rating at any time.

Non-Tenured teachers shall generally be deemed effective if said educator receives at least two sequential “proficient” ratings, one of which must be earned in the fourth year of a non-tenured teacher’s career. A “below standard” rating shall only be permitted in the first year of a non-tenured teacher’s career, assuming a pattern of growth of “developing” in year two and two sequential “proficient” ratings in years three and four. Superintendents shall offer a contract to any educator he/she is deeming effective at the end of year four.

TEACHER PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS) (INDIVIDUAL PERFORMANCE REMEDIATION PLAN)

Teachers who receive a summative evaluation ratings of Developing or Below Standard will be notified in writing at a conference. Teachers will collaborate with their evaluator (or designee) in the development of a support plan. The teacher may choose to involve their local association president (or designee). The plan will be created prior to the conclusion of the school year. The process will identify areas of improvement needed and will include supports that Willington will provide to address the performance areas identified as in need of improvement.

The plan must include the following components:

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

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level. The teacher, local association president or designee, and evaluator or designee will sign the plan. The contents of the plan will be confidential. A teacher may be put on a plan due to identified concerns by an administrator at any time.

IMPROVEMENT AND REMEDIATION PLAN (60 DAYS)

The Improvement and Remediation Plan is a further step in the attempt to provide a teacher with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. Based on a determination by the appropriate administrator, the administrator and/or evaluator will help the teacher outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The evaluator will provide consistent supervision and monitoring as outlined in the plan.

At the end of the remediation period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is Effective (*Proficient or Exemplary*), the evaluator will designate placement of that teacher to a normal plan phase. If the teacher demonstrates

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he/she is not Effective (*Developing or Below Standard*), the evaluator will have the option of either moving the Teacher into an Intensive Intervention Plan (30 School days) or recommend termination of employment to the Superintendent/Board of Education. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

INTENSIVE INTERVENTION PLAN (30 DAYS)

The Intensive Intervention Plan is the final attempt and is implemented after the Improvement and Remediation Plan to provide the supports necessary to meet the requirements of the position. The teacher, evaluator, and/or another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The evaluator and/or the teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Weekly observations followed by feedback will be provided during this phase.

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

Resolution of Differences

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to the Superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

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EVALUATION-BASED PROFESSIONAL LEARNING

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

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

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

TENETS OF THE WILLINGTON PLAN: ALIGNING STANDARDS AND PROCESSES:

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

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

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

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

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WILLINGTON PUBLIC SCHOOLS PROFESSIONAL LEARNING AND EVALUATION PLAN

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WILLINGTON PUBLIC SCHOOL

ADMINISTRATOR EVALUATION PLAN

OVERVIEW

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

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

- Meeting performance expectations as an instructional leader
- Meeting performance expectations in at least 2 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting and making progress on 2 SMART goals aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

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

COMPONENTS OF THE ADMINISTRATOR EVALUATION PLAN

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

CATEGORY #1: LEADERSHIP PRACTICE (40%)

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

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

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

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

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

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

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

Leadership Practice Summative Rating

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

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 by August 15 to identify focus areas for development of the administrator's leadership practice.

1. The administrator being evaluated collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and will 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 being evaluated and the evaluator hold a Mid-Year Formative Conference by January 30 with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. By June 15, the administrator being evaluated reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
4. During the summer break, the evaluator and the administrator being evaluated meet to discuss all evidence collected. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, proficient, developing, or below standard for each

performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the Leadership Practice Matrix and generates a summary report of the evaluation. (Supported by the “Summative Rating Form,” see Appendix.)

Orientation and Training Programs

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

Training will include an in-depth overview and orientation of the 4 categories that are part of the plan, the process and timeline for plan implementation, and the process for arriving at a summative evaluation.

Administrators and Central Office Administrators:

Leadership Practice Matrix (40%)

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

CATEGORY #2: STAKEHOLDER FEEDBACK (10%)

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

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

The surveys based on the indicators within the Connecticut Leadership Standards will be administered on-line allowing for anonymous responses and will demonstrate validity and reliability. All WILLINGTON administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered annually. The survey data will be used by administrators as baseline data for the following academic year.

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

ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

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

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high
- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

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

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

CATEGORY #3: SMART GOALS (45%)

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

LOCALLY-DETERMINED MEASURES – SMART GOALS

Administrators establish two SMART goals on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards.
- For administrators assigned to a school in “review” or “turnaround” status, indicators will align with the performance targets set out in the school’s mandated Improvement Plan

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’ performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

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

- First, establish student learning priorities for a given school year based on available data.
- The administrator uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.

- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to WILLINGTON priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable smart goals for the chosen assessments/indicators.
- The administrator shares the SMART goals with her/his evaluator, informing a conversation designed to ensure that:
 - ◆ The SMART goals are attainable.
 - ◆ There is adequate data that can be collected to make a fair judgment about whether the administrator met the established SMART goals.
 - ◆ The SMART goals are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - ◆ The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator being evaluated and the evaluator collect interim data on the SMART goals to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

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

		SMART GOAL 2 (22.5%)			
		Exemplary	Proficient	Developing	Below Standard
SMART GOAL 1 (22.5%)	Exemplary	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

CATEGORY #4: TEACHER EFFECTIVENESS (5%)

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

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

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

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

ADMINISTRATOR EVALUATION PROCESS

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. We describe an annual cycle for administrators and evaluators to follow and believe that this sequence of events lends well to a meaningful and doable process.

OVERVIEW

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

SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION

JUNE/JULY	AUGUST	JANUARY	MAY	AUGUST
Orientation and context setting	Goal setting and plan development	Mid-year formative conference	Self-assessment	Preliminary summative rating to be finalized

Step 1: Orientation and Context-Setting (summer)

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

1. Student learning data are available for review by the administrator.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.

5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

Step 2: Goal-Setting and Plan Development (summer)

Before a school year starts, administrators will:

1. identify two SMART goals,
2. identify one stakeholder feedback target, and then
3. identify the two specific areas of focus for their practice ***that will help them accomplish*** their SMART goals and their stakeholder feedback target, choosing from among the elements of the Connecticut School Leadership Standards.

Administrators will identify these 2 specific focus areas of growth in order to facilitate a professional conversation about their leadership practice with their evaluator. What is critical is that the administrator can connect improvement in the practice focus areas to the growth in SPI, the SMART goals and the stakeholder feedback target, creating a logical through-line from practice to outcomes.

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

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

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

The evaluator will establish a schedule of school visits with the administrator to collect evidence and observe the administrator's work. The first visit will take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation plan. Subsequent visits will be planned at 2-to 3-month intervals.

Step 3: Mid-Year Formative Conference: Midway through the school year there will be a formal check-in to review progress. In preparation for meeting:

- The administrator analyzes available student achievement data and considers progress toward outcome goals.

- The evaluator reviews observation and feedback forms to identify key themes for discussion.

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

Step 5: Self-Assessment: By June 15, the administrator being evaluated completes a self-assessment on his/her practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator being evaluated determines whether he/she:

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

The administrator being evaluated will also review their focus areas and determine if they consider themselves on track or not.

The administrator being evaluated submits their self-assessment to their evaluator.

Step 5: Summative Review and Rating: The administrator being evaluated and the evaluator meet by June 30 to discuss the administrator's self-assessment and all evidence collected over the course of the year. This meeting serves as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

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

SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

1. **Exemplary:** Exceeding indicators of performance
2. **Proficient:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others

4. **Below standard:** Not meeting indicators of performance

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting and making progress on 2 SMART goals aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

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

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

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

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

Determining Summative Ratings

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

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

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. As shown in the Summative Rating Form in **Appendix __** evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. The Stakeholder Feedback

rating is combined with the Leadership Practice rating and evaluator uses the matrix (APPENDIX) to determine an overall Practice Rating.

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

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

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

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

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

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

Administrative Practice Rating					
Administrative Outcomes Rating		<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>
	<i>Proficient</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Proficient</i>	<i>Developing</i>
	<i>Developing</i>	<i>Proficient</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>

	<i>Below Standard</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>	<i>Below Standard</i>
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Definition of Effectiveness and Ineffectiveness

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

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

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

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

The plan must include the following components:

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

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

EVALUATION-BASED PROFESSIONAL LEARNING

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

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

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

TENETS OF THE WILLINGTON PLAN: ALIGNING STANDARDS AND PROCESSES:

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

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

- ***Evaluation and professional learning must be differentiated to increase organizational effectiveness:*** There is a growing research base that demonstrates that individual and collective educator efficacy (defined by Bandura, 1997, as “the group’s shared belief in its

conjoint capabilities to organize and execute courses of action required to produce given levels of attainments”), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)

- The needs of veteran and novice administrators are different, and evaluation-based professional learning is be designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources*]
- The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for administrators to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership*]

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

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